DOCUMENT RESUME

ED 233 836		RC 014 265

AUTHOR	Brown, Frank N.; And Others
TITLE	Wisconsin Title I Migrant Education. Section 143 Project: Development of an Item Bank. Summary Report.
INSTITUTION	Wisconsin State Dept. of Public Instruction, Madison.
SPONS AGENCY	Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE	[82]
GRANT	G0081000691
NOTE	354p.; For related document, see ED 229 213.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC15 Plus Postage.
DESCRIPTORS	Academic Achievement; *Computer Assisted Testing; *Computer Programs; Elementary Secondary Education; *Item Banks; Language Arts; *Mathematics; *Migrant Education; *Reading; Test Construction; Test Items
IDENTIFIERS	Computer Assisted Test Construction; User Guides; *Wisconsin

ABSTRACT

The successful Wisconsin Title 1 project item bank offers a valid, flexible, and efficient means of providing migrant student tests in reading and mathematics tailored to instructor curricula. The item bank system consists of nine PASCAL computer programs which maintain, search, and select from approximately 1,000 test items stored on floppy disks and organized under 167 subskill and 24 skill areas within reading and mathematics. The bank also contains about 70 elementary and secondary level reading passages. A user's manual fully describes the system and explains how teachers with or without access to a computer can use it to generate tests. Currently, the system cannot manage math problems using characters not on the keyboard, long story problems, or problems using graphic illustrations or extended tables. Also, the programs must be translated to BASIC, filed items must be tested for difficulty, and the language arts area must be implemented. Nevertheless, the system is the first functional item bank of its kind for use by LEAs with or without hardware. With additional data sources and more time, the item bank system will easily compete with expensive commercial banks. Appendices contain the text of five of the programs and the filed test items. (SB)

****

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

****

ED233836

RC

AUG 1983
RECEIVED
ERIC/CRESS

WISCONSIN TITLE I MIGRANT EDUCATION

Section 143 Project: Development of an Item Bank

SUMMARY REPORT

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
L. Harmatuck

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

RC014265

Wisconsin Department of Public Instruction/Herbert J. Grover, Superintendent

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

WISCONSIN TITLE I MIGRANT EDUCATION

Section 143 Project: Development of an Item Bank
(Grant #: G008100069/Project #: 144AH10017)

SUMMARY REPORT

Prepared by

Frank N. Brown, Project Supervisor
William C. Knight, Management Information Specialist
Philip J. Roth, Education Specialist

[1982]

Herbert J. Grover
State Superintendent

Brian Roherty
Assistant Superintendent
Division For Management, Planning, and Federal Services

Myrna Toney
Acting Administrator, Title I ESEA

Kathleen Phillips
Supervisor, Migrant Education, Title I ESEA

TABLE OF CONTENTS

I. INTRODUCTION........................ 1

II. THE COMPUTER PROGRAMS

ITEMIO.......................... 3
LIBRARY......................... 9
CATALOG......................... 8
ISORT........................... 9
PRINTEST........................ 9
AUXILIARY.......................10

III. ITEMS ON FILE...................... 7

IV. THE USER'S MANUAL...................12

V. SYSTEM LIMITATIONS..................23

VI. STATUS OF PROJUCT/FUTURE............20

APPENDIX A: ITEMIO TEXT.................. 19
APPENDIX B: LIBRARY TEXT................. 37
APPENDIX C: CATALOG TEXT................. 53
APPENDIX D: ISORT TEXT................... 59
APPENDIX E: PRINTEST TEXT................ 65
APPENDIX F: ELEM. MATH ITEMS............. 78
APPENDIX G: SEC. MATH ITEMS..............110
APPENDIX H: ELEM. READ. PASSAGES.........156
APPENDIX I: ELEM. READ. ITEMS............188
APPENDIX J: SEC. READ. PASSAGES..........260
APPENDIX K: SEC. READ. ITEMS.............295

I. INTRODUCTION

The development of the Migrant Education Item Bank was made possible by a grant from the United States Department of Education, as provided for in Section 143 of Public Law 95-561.

Project 143 was undertaken in the hope that it would lead to the resolution of a persistent problem: accurately assessing the impact of Title I instruction on Wisconsin's Migrant student population. This has historically been very difficult, largely due to the brevity of Migrant Education programs, the failings of teacher-made, and traditional standardized tests, and the use of test results when developing evaluation reports for State and National Migrant Education Offices. The project's primary objective was the creation and development of a functional Item Bank which would:

1. Provide instructors with a valid, flexible, and efficient means to produce tests tailored to the instructor's curricula.

2. Provide a mechanism for recording individual Migrant Student achievement.

3. Provide evaluators the means to accurately assess the impact of Title I programs in Wisconsin in order to facilitate policy-making in the future.

As described in the original proposal, Project 143 had two final products:

1. A "handbook" which will describe a manual system for identifying subject domains, specifying objectives, and selecting items to measure achievement in the basic learning areas of mathematics, reading, and language arts. Also included in this handbook will be directions for scoring the instruments and generating student progress reports.
2. A set of computer software which will allow an individual to use a computer terminal, to clarify basic skills objectives for an individual or group, and leave with a listing of objectives. The computer will lead the user through the steps necessary to define a curricular domain. The software will ask questions and based on user responses, focus on desired objectives. Based on this listing of objectives, a list of items which will assess the expectations can be printed. These items can then be used to measure the achievement of the group.

(The User's Manual has been included as a supplement to this report. A close reading of it is strongly encouraged).

In pursuit of these objectives, Project 143 has gone through some difficulties due to delays in procuring the necessary hardware and software, the hiring of requisite personnel, changes in administrative personnel, as well as operating in a general period of transition. As a result, there have been some modifications in the project objectives and development, including one no-cost extension.

The following text will therefore include: a discussion of the work that has been completed; a description of the software that was written, (as well as appendices containing the specific software, items and reading passages on file); an explanation of present system limitations; and finally, a commentary on future prospects of the Item Bank System.

II. THE COMPUTER PROGRAMS

All of the software developed for this project was written in the PASCAL computer language, (UCSD, Version 2.0) on an Apple II+ Micro-computer. The micro-computer also had the capability to log onto the UNIVAC system at MACC on the University of Wisconsin campus.

The software was created with further development in mind. This includes additions via software and hardware configuration.

The portability of the software is directly dependent on UCSD PASCAL's wide acceptance as a standard in data base development and systems development.

The programming details and actual instruction flow are left to those knowledgeable in PASCAL, and are listed in the Appendices.

1. The ITEMIO Program (Appendix A)

The ITEMIO program was the basic program under which all items currently on file were entered into the Item Bank. This particular program has gone through six versions, the most recent, and most sophisticated, being: ITEMIO.6. The figure below is the format by which each problem was entered into the Item Bank. Underneath Figure 1, is a list of definitions of each of the terms.

*** RECORD ***

Objective:
Display:
Question:
a)
b)
c)
d)
e)
Key: Grade: Calibration:

FIGURE 1

"Objective:"	Under this heading, the operator enters either "MATH" or "READING", depending, of course, on the nature of the test problem. Behind each objective is a series of three numbers, (each number being separated by a " / ") which represent respectively: the Subcontent Area (In Reading, for example, a subcontent area is "Vocabulary"); the Skill (A vocabulary skill, for instance, is "Recognizing General Word Meanings"); and the actual problem number. All of the Item Bank numbers correspond to those listed in the California Manual.
"Display:"	If a number appears behind this word in a problem, it refers to an external display which is crucial to the contextual understanding of the problem itself. (In the present item bank, the only external displays are reading passages).
"Question:"	Behind this number is written the actual problem, whether a mathematical expression, a story problem, or a sentence question asking information about a particular word from a reading passage. Three lines, seventy characters each, can be entered as a sub-record in any particular item record.
"a,b,c,d,e"	The choices that a student was given on each problem are written correspondingly behind these numbers.
"Key:"	The letter of the correct response for a given problem is listed next to this heading.
"Grade:"	This is the grade level for which the item was calibrated. Normally, calibrations exist across grade levels. However, p-values for individual

grades were available for the items used in the present data base. This made it necessary to have as a subfield, the grade upon which the calibrations are based.

"Calibration:" As mentioned earlier, every problem has been calibrated in order to give the instructor a reasonable estimation of the difficulty of a given problem, or group of problems. (The actual formula for conversion is: the Natural Log of the %Wrong /%Right).

This program allows ready access to individual items, under each objective, in order to view, change, or add new items. Note, particularly, the "Objective:" line, for it is here that the crucial distinctions among domains and skill areas are made. For every problem, you will find: 1. the Objective (currently, Reading, or Mathematics only); 2. the Skill Area ("learning domain") represented by the first double-digit number in a series of three; 3. the Subskill Area under each skill, which is the second number in the series; and finally, the actual Problem Number, represented by the last double digit.

Figure 2 is an actual problem on file.

```
              *** RECORD 0 ***

Objective:   READING/01/01/01
Display:     P 08
The "ir" in "irreversible" makes the word mean:
a)  more reversible.
b)  very reversible.
c)  not reversible.
d)  partly reversible.
Key: c    Grade: 09    Calibration:  -1.26567
```

FIGURE 2

In this problem:

The objective is: READING

The Skill (Subcontent Area) is: Structural Analysis (01)

The Subskill (Skill) is: Prefixes (01)

This is the first problem in the set (01);

Hence: READING/01/01/01. The Reading Passage (Display) to which this problem refers is: 8. The correct answer to the problem, as listed in "Key:", is "c". This problem is calibrated at approximately -1.27. (Seventy-eight percent of students in grade nine answered this problem correctly.) Calibrations assist the statisticians primarily. Simply, if fifty percent of the tested students answer the question correctly, the calibration is 0.000. The upper and lower bounds are 99% and 1% respectively.

The computer operator, therefore, in requesting a test through the PRINTEST program, specifies the above information (Objective, Skill Area, and Subskill), and the computer searches the data base for all problems with corresponding figures. In this way, the operator is able to assemble a test in a matter of minutes.

When using the ITEMIO or PRINTEST programs it is important to be aware of the distinctions among terminology employed by the Proposal, California Manual, and the current Item Bank:

Proposal		California		Item Bank
Subject Area	=	Content area	=	"Area"
Domain	=	Subcontent Area	=	"Skill"
		Skill	=	"Subskill"

It should be noted that Record access is simple sequential, and not via linked list. In other words, item records do not contain pointers to other records, and items of the same category are successively placed in the file.

2. The LIBRARY Programs (Appendix B)

LIBRARY Programs are located on diskette LIB:, and have two main functions:

The first, LIB:LOOKUP, is intended as a device which will demonstrate computer access to an "item-like" data base, and can be used when the software has been readied for local use.

Essentially, LOOKUP is a microcosm of the User's Manual as far as computer operation is concerned. In it, the user is taken on a step-by-step procedure to access the program's library, (which is a separate data base created with LIBRARIAN). The user is also given the opportunity of having the command-level terminology explained, by simply pressing the command-level keys, while in the H<elp Mode of the LOOKUP program.

The actual library (data base for LIBRARY programs) consists of records which are defined by:

Skill: _______ Skill #: __
Subskill: ______ Subskill #: __
Item characteristic: ______...(Up to 6 lines)

The item characteristics are adapted from the California Manual "Performance Mode" listings. Taking our example above (READING/01/01/01), the item characteristic would read:

"Given a prefix in a word that is used in a passage, the student will select from four options the one that correctly identifies how the prefix alters the meaning of the root word."

With the LOOKUP program, then, the user is able to quickly locate the type of problem which he/she intends to construct a test from, and thereby order the test, or assemble it themselves through the PRINTEST program (assuming the software is available for local dissemination).

The second LIBRARY program, LIBRARIAN, is used in the actual construction of the library. As mentioned above, the library is used by LOOKUP and Section 3 of the PRINTEST Program (See PRINTEST).

3. The CATALOG Programs (Appendix C)

The first program, CATALOG, provides a list composed of Skill, Subskill, and Record Number, which is stored as a data file on floppy disk. This list is an intermediate data structure which is used by PRINTEST for the efficient construction of tests. It is used, essentially, as a list of pointers read into main memory. Item access is accomplished by a scan of this list to locate items in the Item Bank data base rapidly.

The second program, READCAT, is a short algorithm which allows the user to review data files created by CATALOG. A list can be either printed or displayed on the screen.

4. The ISORT Program (Appendix D)

ISORT is used to provide a sorted intermediate list of records, ordered by Rasch calibrations. It uses a standard sorting routine, and creates files stored on floppy disk.

This intermediate list is also used by PRINTEST in the definition of difficulty levels and boundaries.

5. The PRINTEST Program (Appendix E)

The PRINTEST program assembles the actual test. To produce a test of any length, the teacher or operator must specify the grade level of the students to be tested, and the objectives of the test, based on the available material as listed in the back of The Migrant Item Bank User's Manual. Due to the relatively limited number of items currently on file, it is not yet necessary to specify test length, but this will be necessary in the future.

Once the objectives are specified, the computer will search intermediate lists created by CATALOG and ISORT to quickly identify items that meet the user's specification. The degree of difficulty of each item is determined by the use of the Rasch calibrations assigned to every problem in the bank, as well as the specified grade level.

The output from PRINTEST consists of three sections. The first section is the actual test to be administered to the students; Section 2 is a list of the correct answers to the test problems, including their respective Skill and Subskill numbers, as well as unscaled Rasch calibrations. Section 3, which is optional, is a list of the item characteristics of the test problems used. (Drawn from the library on diskette LIB:)

6. Auxiliary Programs

1. Wisc-Vers 1.0

This program allows a log on between the Apple II+ and UNIVAC on the University of Wisconsin--Madison campus.

2. Printext

Assists in word processing and text output used in reading passages and construction of tests and reports.

III. ITEMS ON FILE

At this writing, there are approximately 1000 items, organized under 167 Subskills, which, in turn, fall under 24 Skills, within the two major Objectives: Reading, and Mathematics.

These data are stored on five separate floppy disks, each of which denotes the objectives:

1. CRTE: Reading Items--Elementary level
2. CRTE2: Reading Items--Elementary (Supplemental)
3. CRTS: Reading Items--Secondary level
4. CMTE: Math Items--Elementary level
5. CMTS: Math Items--Secondary level

Additionally, there are 38 separate Secondary-level Reading Passages stored on the floppy disk: RPASSS:; and 31 Elementary-level Reading Passages stored on: RPE:. These passages correspond to the Display numbers assigned to every reading problem in both of the major categories. A complete list of reading passages and items can be found under Appendix F.

IV. THE USER'S MANUAL

This manual is structured in such a way as to be useful to teachers who have access to computer terminals, or who must rely on mail or telephone orders for the construction of tests.

The manual begins with a statement regarding the problems which the use of the Item Bank hopefully addresses, and then explains the nature of the item bank system. It is then divided into two parts:

Part I, as can be seen by its brevity, explains the easy procedure by which a teacher, who does not have access to the necessary hardware and software, can order a test to be constructed either by mail or telephone.

While Part II may seem intimidating due to the nature of its discussion, as well as its length, it is written in a deliberately relaxed style; it assumes that the reader, and potential user, knows little or nothing about micro-computer operation. Moreover, once the user becomes familiar with the test assembly procedure, particularly the PRINTEST program, it becomes an easy task to assemble a test, and should be no more intimidating than ordering a test by telephone.

Part II briefly explains each of the major programs, emphasizing only what the user must know in order to execute those programs to acquire their test. There is little computer jargon, or unnecessary technical detail. The manual not only explains the successive steps, but aids the user's understanding with illustrations of what he/she will actually see on the CRT (screen) at each step in the execution of a program.

Finally, the Manual presents a list of all the Skills and Subskills currently available to the user, and the corresponding Item Bank numbers to easily locate those items in the system.

V. SYSTEM LIMITATIONS

Four problem types which the current Item Bank is not equipped to handle are:

1. Mathematical problems which employ characters which are as yet unrepresented on the console, particularly the symbols for division.

2. Story problems which are excessively long. (very minor problem)

3. Problems which utilize graphic illustrations or external tables; particularly exercises in Geometry and Measurement.

4. The entire system is geared for the PASCAL operating language, which is a problem in so far as many micro-computers employ BASIC; it will eventually become necessary to translate the PASCAL into BASIC in order to make the Item Bank more readily accessible to other terminals.

Clearly, these problems are only temporary, and it is simply a question of time to develop the requisite programs before they are resolved.

VI. STATUS OF PROJECT/FUTURE DIRECTIONS AND OBJECTIVES

Project 143 has resulted in the first functional Item Bank of its kind, available for use by Local Educational Agencies, whether those agencies possess the necessary hardware, or not. In that sense, the project is an obvious success.

Yet, because of the vast potential of the Item Banking System, which would be difficult to overstate, we must consider the present Item Bank something of a prototype, in that its potential for improvement is immediately recognized, and subsequently realized.

Time, certainly, is the most pressing problem. Because of a lack of time, we were unable first to address the present limitations, and secondly, to include the category of Language Arts, as originally intended. However, the inclusion of Language Arts is a trivial extension of the existing software capabilities. With more time, and new data sources, the Item Bank could be rapidly expanded, for the task of entering the data is an easy one due to the sophistication of the ITEMIO program.

We have, moreover, not been able to test the items currently on file; to ensure that the Rasch calibrations accurately reflect the level of difficulty experienced by the Migrant Students. Future use of the Item Bank should contain facilities for recalibrating items as they are used by the Migrant student population, to make the construction of tests more valid.

As yet, the LEA personnel have not undergone training in the operation of the Item Bank System, although this too, can be easily resolved through seminars.

In the final analysis, given the necessary time and new data sources, the present bank could easily evolve into one that would compete with--or even surpass--item banks which are now commercially available, but prohibitively expensive.

What has been kept in mind throughout the entire project is that the direction for future development may take a multitude of paths; thus software flexibility is at a premium. Given the pace of present technological change in the computer-related industry, and the drop in costs for hardware, the design of software must be undertaken with both users who have access to micro-computers, and those who do not. We believe that we have met the requirements for each of these possibilities.

To construct tests locally, would require software with a minimum of user sophistication, but a maximum for portability.

To construct tests centrally, would require the reverse.

The present trend indicates that a small addition of hardware, locally, (RS-232 for Telecommunications) would allow local users to browse through a centrally-located Item Bank data base. Also, because of the machine-dependent source code required to manipulate commercially-available printers, actual test construction should be done centrally. This would be the most cost-effective means for Item Bank development.

Indeed, the overall costs incurred through the development of the computer programs essential to the Migrant Education Item Bank, as well as the subsequent production of tests, are miniscule by comparison to their commercial equivalent. This, too, must be considered an obvious success.

APPENDIX A

```
(*$V-,G+,S+*)
PROGRAM ITEMIO;
(*******************************************************)
(*                                                     *)
(*  ITEMIO.6 --- MIGRANT 143 PROJECT --- VERSION 6.5   *)
(*                                                     *)
(*    WRITTEN BY William Knight      APR, 1982         *)
(*                                                     *)
(*                                                     *)
(*      This program builds and updates an item bank   *)
(*    according to ISAM methods to establish a data    *)
(*    base stored on floppy disk.                      *)
(*      The implementation is UCSD VERSION II.0        *)
(*    PASCAL.                                          *)
(*      The implementation of procedure ICAL allows    *)
(*    the user to calibrate items entered previously   *)
(*    with an earlier version of ITEMIO.               *)
(*                                                     *)
(*******************************************************)
USES MISCIO,TRANSCEND;

CONST objlen=32;
      dislen=32;
      qlen=70;
      alen=40;
      blen=40;
      clen=40;
      dlen=40;
      elen=40;
      keylen=1;
      baselen=2;
      callen=2;

TYPE strg=STRING[baselen];
     qtext=PACKED RECORD
                  line1: STRING[qlen];
                  line2: STRING[qlen];
                  line3: STRING[qlen];
          END;
     item=PACKED RECORD
                  objective:  STRING[objlen];
                  display:  STRING[dislen];
                  question: qtext;
                  A:  STRING[alen];
                  B:  STRING[blen];
                  C:  STRING[clen];
                  D:  STRING[dlen];
                  E:  STRING[elen];
                  key:  STRING[keylen];
                  base:  STRING[baselen];
                  lncal:  REAL;
```

```
                END;
     object=STRING[objlen];

VAR ch:          CHAR;
    recnum:      INTEGER;
    search,lastchange: BOOLEAN;
    datafile:   FILE OF item;
    pattern:    object;
    filename: STRING[30];




FUNCTION objectsearch(temp,obj:STRING):BOOLEAN;FORWARD;
FUNCTION itemsearch(template:object):INTEGER;FORWARD;
PROCEDURE validate(VAR rec: item);FORWARD;
PROCEDURE zerorec(VAR rec:item);FORWARD;


FUNCTION number(s:strg):REAL;
VAR k,x : INTEGER;


FUNCTION power(base,expon:INTEGER):INTEGER;
VAR res:INTEGER;
BEGIN
  res:=1;
  WHILE expon >= 1 DO BEGIN
    expon:=expon-1;
    res:=res*base;
  END;
power:=res;
END;

BEGIN
  x:=0;
  FOR k:=1 TO LENGTH(s) DO
    x:=x+((ORD(s[k])-48)*power(10,LENGTH(s)-k));
  number:=x;
END; (* number *)


(**I DEV:ICALPROC.TEXT *)
(* Procedure ICAL symbolic is stored in ICALPROC.TEXT and
   must be $I(ncluded) as an external file *)

PROCEDURE TRUNCATE;
BEGIN
  WRITELN(CHR(12));
  WRITELN;
  WRITELN('WARNING!!! You are about to delete all records beyond');
  WRITE('present file location (record number).  Do you wish to continue? ');
  IF yes THEN BEGIN
      WRITELN;
      WRITELN('Your present file location is record ',RECNUM,'.');
      WRITE('ARE YOU SURE YOU WISH TO CONTINUE? ');
      IF yes THEN BEGIN
        CLOSE(DATAFILE,CRUNCH);
        RESET(DATAFILE,FILENAME);
        GOTOXY(12,12);
        WRITELN('File ',FILENAME,' has been truncated.')
      END;
  END;
END;


FUNCTION objectsearch;
  VAR
    j,i : INTEGER;
    build : STRING;
    found : BOOLEAN;
  BEGIN
    i := 1;
    j := 1;
    found := false;
    build := '';
    IF obj<>''  THEN BEGIN
      REPEAT
        IF obj[i] = temp[j]  THEN BEGIN
          build := CONCAT(build,COPY(obj,i,1));
          i := i+1; j := j+1;
          IF build = temp THEN found:=true;
        END
        ELSE i := i+1;
      UNTIL found OR (i > LENGTH(obj));
    END;
    objectsearch:=found
  END;


FUNCTION itemsearch;
VAR
  indx: INTEGER;
  match: BOOLEAN;

BEGIN
  indx:=recnum+1;
  match:=FALSE;
  GOTOXY(20,5);WRITE('Searching ');
  SEEK(datafile,indx);
  REPEAT
```

```
    GOTOXY(31,5);WRITE(indx);
    indx:=indx+1;
    GET(datafile);
    IF template='' THEN
        IF template=datafile^.objective THEN match := TRUE
          ELSE match := FALSE
      ELSE match:=objectsearch(template,datafile^.objective);
  UNTIL (match) OR (EOF(datafile));
  itemsearch:=indx-1;
  END;


PROCEDURE print;
VAR
  pr: TEXT;
  pagenum,ino,lorec,hirec: INTEGER;


PROCEDURE printrec(VAR rec: item);
BEGIN
  IF ino MOD 5 = 0 THEN BEGIN
    WRITELN(PR,CHR(12),pagenum:73);
    pagenum:=pagenum+1;
    END;
  ino:=ino+1;
  WITH rec DO
    BEGIN
      WRITELN(pr,'                *** RECORD ',recnum,' ***');
      WRITELN(pr,'         Objective:  ',objective);
      WRITELN(pr,'         Display:     ',display);
      WITH question DO BEGIN
        WRITELN(pr,'             ',line1);
        IF line2<>'' THEN WRITELN(pr,'          ',line2);
        IF line3<>'' THEN WRITELN(pr,'          ',line3);
      END;
      WRITELN(pr,'           a) ',A);
      WRITELN(pr,'           b) ',B);
      WRITELN(pr,'           c) ',C);
      WRITELN(pr,'           d) ',D);
      IF (E <> '') THEN WRITELN(pr,'           e)  ',E);
      WRITELN(pr,'          ',
      'Key: ',key,'   Grade: ',base,'   Calibration: ',lncal);
    END;
END;



BEGIN
  ino:=0;
  crt(ERASEOS);
```

25 A

```
  promptat(0,'>print: O)bjective, B)lock ');
  REWRITE(pr,'PRINTER:');
  ch:=getchar(['O','o','B','b']);
  WRITELN;
  WRITE('Begin on what page number? ');READLN(pagenum);
  WRITE(CHR(12));
  CASE ch OF
    'O','o':BEGIN
              promptat(0,'Items under which objective? ');
              pattern:='';
              getstring(pattern,objlen);
              GOTOXY(30,11);
              WRITE('Printing objective ',pattern,'....');
              recnum:=-1;
              REPEAT
                recnum:=itemsearch(pattern);
                WRITELN(pr);
                IF NOT(EOF(datafile)) THEN BEGIN
                  GOTOXY(30,12);WRITE('On record ',recnum);
                  printrec(datafile^);
                END;
              UNTIL EOF(datafile);
              END; (* 'O' *)
    'B','b':BEGIN
              promptat(0,'Enter beginning record number: ');READ(lorec);
              promptat(1,'Enter final record number: ');READ(hirec);
              GOTOXY(30,11);
              WRITE('Printing records ',lorec,' to ',hirec,'....');
              recnum:=lorec;
              WHILE ((recnum>=lorec) AND (recnum<=hirec)) DO BEGIN
                SEEK(datafile,recnum);GET(datafile);
                WRITELN(pr);
                IF NOT(EOF(datafile)) THEN BEGIN
                  GOTOXY(30,12);WRITE('On record ',recnum);
                  printrec(datafile^);
                END;
                recnum:=recnum+1;
              END; (* WHILE *)
            END; (* 'B' *)
  END; (* CASE *)
promptat(0,'');
END; (* print *)


PROCEDURE zerorec;
BEGIN
  WITH rec DO
    BEGIN
      objectives:='';
      display:='';
      WITH question DO BEGIN
        line1:='';
      line2:='';
      line3:='';
    END;
    A:='';
    B:='';
    C:='';
    D:='';
    E:='';
    key:='';
    base:='';
    lncal:=0.0;
  END;
END;


PROCEDURE validate;


  PROCEDURE check(VAR s: STRING; maxlen: INTEGER);
  LABEL 1;
  VAR i: INTEGER;
  BEGIN
    IF LENGTH(s) > maxlen THEN GOTO 1;
    FOR i:=1 TO LENGTH(s) DO
      IF NOT (s[i] IN [' '..'}']) THEN GOTO 1;
    EXIT(check); (* STRING IS OK *)
  1: zerorec(rec); EXIT(validate);
  END; (* check *)

BEGIN (* validate *)
  WITH rec DO
    BEGIN
      check(objective,objlen);
      check(display,dislen);
      WITH question DO BEGIN
        check(line1,qlen);
        check(line2,qlen);
        check(line3,qlen);
      END;
      check(A,alen);
      check(B,blen);
      check(C,clen);
      check(D,dlen);
      check(E,elen);
      check(key,keylen);
      check(base,baselen)
    END;
END; (* validate *)


PROCEDURE showrec(rec: item);
```

```
BEGIN
  GOTOXY(0,4); crt(ERASEOS);
  WITH rec DO
    BEGIN
      WRITE('Objective:     ',objective);
      WRITELN('    Display:        ',display);
      WITH question DO BEGIN
        WRITELN('Question:       ',line1);
        IF line2<>'' THEN WRITELN('                        ',line2);
        IF line3<>'' THEN WRITELN('                        ',line3);
      END;
      WRITELN('a)     ',A);
      WRITELN('b)     ',B);
      WRITELN('c)     ',C);
      WRITELN('d)     ',D);
      WRITE('e)     ',E,'    ');
      WRITE('Key:  ',key);
      WRITE('    Grade: ',base);
      WRITE('    Calibration:  ',lncal);
      WRITELN('    % Right ',(100/(EXP(lncal)+1)));
    END;
END;


P[illegible]EDURE changerec(VAR rec: item);
VAR st : strg;
BEGIN
  GOTOXY(0,14); crt(ERASEOS);
  GOTOXY(50,14);WRITE('Press return for no change');
  GOTOXY(50,15);WRITE('    Enter "!" to erase');
  WITH rec DO
    BEGIN
      GOTOXY(0,14);
      WRITE('Objective:     '); getstring(objective,objlen); WRITELN;
      WRITE('Display:       '); getstring(display,dislen); WRITELN;
      WITH question DO BEGIN
        WRITE('Question:       '); getstring(line1,qlen);WRITELN;
        WRITE('  Line 2:       '); getstring(line2,qlen);WRITELN;
        WRITE('  Line 3:       '); getstring(line3;qlen);WRITELN;
      END;
      WRITE('a)    '); getstring(A,alen); WRITELN;
      WRITE('b)    '); getstring(B,blen); WRITELN;
      WRITE('c)    '); getstring(C,clen); WRITELN;
      WRITE('d)    '); getstring(D,dlen); WRITELN;
      WRITE('e)    '); getstring(E,elen); WRITE('   ');
      WRITE('Key: '); getstring(key,keylen); WRITE('       ');
      WRITE('Grade: '); getstring(base,baselen); WRITE('       ');
      WRITE('Percent correct: '); st:='';getstring(st,baselen);
      IF st='' THEN WRITE(lncal) ELSE BEGIN
        lncal:=ln((100.0 - number(st)) / number(st));
        WRITELN;WRITELN('  The log converted Rasch Value is ',lncal);
        END;
```

```
   END;
END; (* changerec *)


PROCEDURE newfile;
VAR successful: BOOLEAN;
    irec,maxrec: INTEGER;
BEGIN
  CLOSE(datafile,LOCK); (* IN CASE IT'S ALREADY OPEN *)
  (*$i-*)
  REPEAT
    GOTOXY(0,1); crt(ERASEOS);
    WRITELN('ITEMIO>  Version 6.5  by William C. Knight      April, 1982');
    promptat(8,'File Name (MUST BE FILE OF CALIBRATED ITEMS!): ');
    READLN(filename);
    RESET(datafile,filename);  (* TRY TO OPEN AN OLD FILE *)
    successful := (IORESULT=0);
    IF NOT successful THEN  (* START A NEW FILE? *)
      BEGIN
        promptat(10,'Start a new file ? ');
        IF yes THEN
          BEGIN
            REWRITE(datafile,filename);
            promptat(12,'Reserve how many records ? ');
            READLN(maxrec);
            SEEK(datafile,maxrec);
            zerorec(datafile^);
            (*$i-*)
            PUT(datafile);
            (*$i+*)
            IF (IORESULT<>0) OR EOF(datafile) THEN
              BEGIN
                promptat(14,'Not enough room. Press return ');
                READLN;
                successful:=FALSE;
              END
            ELSE
              BEGIN
                (* INITIALIZE CONTENTS OF FILE *)
                FOR irec:=0 TO maxrec DO
                  BEGIN
                    SEEK(datafile,irec);
                    PUT(datafile);
                  END;
                CLOSE(datafile,LOCK); (* LOCK IT IN PLACE *)
                RESET(datafile,filename);
                successful := (IORESULT = 0);
              END;
          END;
      END;
  UNTIL successful;
  (*$i+*)
  recnum:=-1;
  lastchange:=FALSE;
END;


PROCEDURE change;
BEGIN
  (*$i-*)
  REPEAT
    promptat(2,'Change which record ? ');
    READLN(recnum);
  UNTIL IORESULT=0;
  (*$i+*)
  SEEK(datafile,recnum);
  GET(datafile);
  IF EOF(datafile) THEN (* EXTENDING FILE *) zerorec(datafile^);
  validate(datafile^);
  showrec(datafile^);
  changerec(datafile^);
  SEEK(datafile,recnum);
  (*$i-*)
  PUT(datafile);
  (*$i+*)
  IF (IORESULT<>0) OR EOF(datafile) THEN
    BEGIN
      GOTOXY(0,20);
      WRITELN(CHR(7),'UNABLE TO EXTEND FILE, NO DATA WRITTEN');
      WRITELN('Use Filer K(runch command to make space after file.');
    END;
  lastchange:=TRUE;
END;


PROCEDURE view;
BEGIN
  crt(ERASEOS);
  promptat(0,'>view: S)earch, R)eference ');
  ch:=getchar(['S','s','R','r']);
  CASE ch OF
    'S','s' : BEGIN
                promptat(2,'Enter objective > ');
                pattern:='';
                getstring(pattern,objlen);
                recnum:=-1;
                recnum:=itemsearch(pattern);
                search:=TRUE;
              END;
    'R','r' : BEGIN
                promptat(2,'Reference which record? ');
                READ(recnum);
                search:=FALSE;
              END;
  END;
  SEEK(datafile,recnum);
  GET(datafile);
  IF EOF(datafile) THEN
    BEGIN
      GOTOXY(0,4);
      WRITE('Record ',recnum,' not in file.');
    END
  ELSE
    BEGIN
      validate(datafile^);
      GOTOXY(40,2);WRITE('Record number ',recnum,'.');
      showrec(datafile^);
    END;
  lastchange:=FALSE;
END;


PROCEDURE next;
(* view OR change next RECORD *)
BEGIN
  IF search THEN recnum:=itemsearch(pattern)
    ELSE recnum:=recnum+1;
  SEEK(datafile,recnum);
  GET(datafile);
  IF EOF(datafile) THEN
    BEGIN
      zerorec(datafile^);
      IF NOT lastchange THEN
        BEGIN
          GOTOXY(0,4);
          WRITE('Record ',recnum,' not in file.');
          EXIT(next);
        END;
    END;
  GOTOXY(0,2); WRITE('Record number ',recnum);
  validate(datafile^);
  showrec(datafile^);
  IF lastchange THEN
    BEGIN
      changerec(datafile^);
      SEEK(datafile,recnum);
      (*$i-*)
      PUT(datafile);
      (*$i+*)
      IF (IORESULT<>0) OR EOF(datafile) THEN
        BEGIN
          GOTOXY(0,20);
          WRITELN(CHR(7),'UNABLE TO EXTEND FILE, NO DATA WRITTEN');
          WRITELN('Use Filer K(runch command to make space after file.');
        END;
    END;
```

```
END;



BEGIN (* MAIN PROGRAM *)
  getcrtinfo;
  GOTOXY(0,0); crt(ERASEOS);
  newfile;
  REPEAT
    gotoxy(0,0);
    write('>ITEMIO: I(cal, V(iew, C(hange, N(ext,',
     ' F(ile, P(rint, T(runcate, Q(uit ');
ch:=getchar(['N','n','I','i','F','f','V','v','C','c','T','t','Q','q','P','p']);
    crt(ERASEOS);
    CASE ch OF
      'N','n':  next;
      'I','i':  ical;
      'F','f':  newfile;
      'V','v':  view;
      'C','c':  change;
      'P','p':  print;
      'T','t':  truncate;
      END;
  UNTIL ch IN ['Q','q'];
  CLOSE(datafile,LOCK);
  promptat(12,'END OF ITEM I/O ACCESS...');
END.
```

```
PROCEDURE ICAL;
(********************************************************)
(*                                                      *)
(*             . ITEMCAL --- permits raw rasch          *)
(*        calibrations to be entered according to       *)
(*                                                      *)
(*              ln(%wrong/%right)                       *)
(*                                                      *)
(*            William C. Knight      March, 1982         *)
(*                                                      *)
(********************************************************)

TYPE qtext=PACKED RECORD
                 line1: STRING[qlen];
                 line2: STRING[qlen];
                 line3: STRING[qlen];
           END;
     item=PACKED RECORD
                 objective:  STRING[objlen];
                 display:  STRING[dislen];
                 question: qtext;
                 A:  STRING[alen];
                 B:  STRING[blen];
                 C:  STRING[clen];
                 D:  STRING[dlen];
                 E:  STRING[elen];
                 key:  STRING[keylen];
                 calibration:  STRING[callen];
               END;
     calitem=PACKED RECORD
                 objective:  STRING[objlen];
                 display:  STRING[dislen];
                 question: qtext;
                 A:  STRING[alen];
                 B:  STRING[blen];
                 C:  STRING[clen];
                 D:  STRING[dlen];
                 E:  STRING[elen];
                 key:  STRING[keylen];
                 base: STRING[baselen];
                 lncal: REAL;
               END;

     object=STRING[objlen];

VAR ch:          CHAR;
    recnum:      INTEGER;
    search,lastchange: BOOLEAN;
    oldfile:  FILE OF item;
    pattern:     object;
    filename: STRING[30];
```

```
PROCEDURE cshowrec(rec: item);

BEGIN
  GOTOXY(0,4); crt(ERASEOS);
  WITH rec DO
    BEGIN
      WRITE('Objective:    ',objective);
      WRITELN('   Display:      ',display);
      WITH question DO BEGIN
        WRITELN('Question:      ',line1);
        IF line2<>'' THEN WRITELN('              ',line2);
        IF line3<>'' THEN WRITELN('              ',line3);
      END;
      WRITELN('a)    ',A);
      WRITELN('b)    ',B);
      IF C<>'' THEN WRITELN('c)    ',C);
      IF D<>'' THEN WRITELN('d)    ',D);
      IF E<>'' THEN WRITE('e)    ',E,'   ');
    END;
END;

PROCEDURE cchangerec(VAR rec: calitem);
VAR st : strg;
BEGIN
  GOTOXY(0,14); crt(ERASEOS);
  GOTOXY(50,14);WRITE('Press return for no change');
  GOTOXY(50,15);WRITE('   Enter "!" to erase');
  WITH rec DO
    BEGIN
      objective:=oldfile^.objective;
      display:=oldfile^.display;
      WITH question DO BEGIN
        line1:=oldfile^.question.line1;
        line2:=oldfile^.question.line2;
        line3:=oldfile^.question.line3;
      END;
      a:=oldfile^.a;
      b:=oldfile^.b;
      c:=oldfile^.c;
      d:=oldfile^.d;
      e:=oldfile^.e;
      base:=datafile^.base;
      IF oldfile^.key <> '' THEN key:=oldfile^.key ELSE key:=datafile^.key;
      GOTOXY(0,14);
      WRITE('Key: '); getstring(key,keylen);WRITELN;
      WRITE('Grade: '); getstring(base,baselen);WRITELN;
      WRITE('Percent correct: ');st:='';getstring(st,baselen);
      IF st='' THEN WRITELN(lncal)  ELSE BEGIN
        lncal := ln((100.0 - number(st))/number(st));
        WRITELN;WRITELN('  The unscaled Rasch conversion is ',lncal);
        END;
   END;
END; (* cchangerec *)


PROCEDURE cfile;
VAR successful: BOOLEAN;
    irec,maxrec: INTEGER;
    ret: char;

BEGIN
  CLOSE(oldfile,LOCK); (* IN CASE IT'S ALREADY OPEN *)
  (*$i-*)
  REPEAT
    GOTOXY(0,1); crt(ERASEOS);
    WRITELN('ITEMCAL>  version 1.0  by William C. Knight    March, 1982');
    promptat(8,'File Name of uncalibrated items: '); READLN(filename);
    RESET(oldfile,filename);   (* TRY TO OPEN AN OLD FILE *)
    successful := (IORESULT=0);
    IF NOT successful THEN
      BEGIN
        WRITE('Cannot locate ',filename,' on system... press <RETURN>');
        READ(ret);
      END;
  UNTIL successful;
  (*$i+*)
  recnum:=-1;
  lastchange:=FALSE;
END;



PROCEDURE calibrate;

BEGIN
  (*$i-*)
  REPEAT
    promptat(2,'Calibrate which record ? ');
    READLN(recnum);
  UNTIL IORESULT=0;
  (*$i+*)
  SEEK(oldfile,recnum);
  GET(oldfile);
  SEEK(datafile,recnum);
  GET(datafile);
  IF EOF(datafile) THEN (* EXTENDING FILE *) zerorec(datafile^);
  validate(datafile^);
  cshowrec(oldfile^);
  cchangerec(datafile^);
  SEEK(datafile,recnum);
  (*$i-*)
  PUT(datafile);
  (*$i+*)
  IF (IORESULT<>0) OR EOF(datafile) THEN
    BEGIN
      GOTOXY(0,20);
      WRITELN(CHR(7),'UNABLE TO EXTEND FILE, NO DATA WRITTEN');
      WRITELN('Use Filer K(runch command to make space after file.');
    END;
  lastchange:=TRUE;
END;


PROCEDURE cview;
BEGIN
  crt(ERASEOS);
  promptat(0,'>cview: S)earch, R)eference ');
  ch:=getchar(['S','s','R','r']);
  CASE ch OF
    'S','s' : BEGIN
                promptat(2,'Enter objective > ');
                pattern:='';
                getstring(pattern,objlen);
                recnum:=-1;
                recnum:=itemsearch(pattern);
                search:=TRUE;
              END;
    'R','r' : BEGIN
                promptat(2,'Reference which record? ');
                READ(recnum);
                search:=FALSE;
              END;
  END;
  SEEK(oldfile,recnum);
  GET(oldfile);
  IF EOF(oldfile) THEN
    BEGIN
      GOTOXY(0,4);
      WRITE('Record ',recnum,' not in file.');
    END
  ELSE
    BEGIN
      GOTOXY(40,2);WRITE('Record number ',recnum,'.');
      cshowrec(oldfile^);
    END;
  [illegible]tchange:=FALSE;
EN[illegible]
```

```
PROCEDURE cnext;
(* cview OR change cnext RECORD *)
BEGIN
  IF search THEN recnum:=itemsearch(pattern)
    ELSE recnum:=recnum+1;
  SEEK(oldfile,recnum);
  GET(oldfile);
  IF EOF(oldfile) THEN BEGIN
    GOTOXY(0,2);WRITE('Record number ',recnum,' does not exist..');
    EXIT(cnext);
  END;
  GOTOXY(0,2); WRITE('Record number ',recnum);
  cshowrec(oldfile^);
  IF lastchange THEN
    BEGIN
    SEEK(datafile,recnum);
    GET(datafile);
    IF EOF(datafile) THEN
      BEGIN
        zerorec(datafile^);
        IF NOT lastchange THEN
          BEGIN
            GOTOXY(0,4);
            WRITE('Record ',recnum,' not in file.');
            EXIT(cnext);
          END;
      END;
      cchangerec(datafile^);
      SEEK(datafile,recnum);
      (*$i-*)
      PUT(datafile);
      (*$i+*)
      IF (IORESULT<>0) OR EOF(datafile) THEN
        BEGIN
          GOTOXY(0,20);
          WRITELN(CHR(7),'UNABLE TO EXTEND FILE, NO DATA WRITTEN');
          WRITELN('Use Filer K(runch command to make space after file.');
        END;
    END;
END;


BEGIN (* ICAL *)
  GOTOXY(0,0); crt(ERASEOS);
  cfile;
  REPEAT
    gotoxy(0,0);
    write('>ITEMCAL: V(iew, C(alibrate, N(ext, Q(uit ');
    ch:=getchar(['N','n','V','v','C','c','Q','q']);
    crt(ERASEOS);
    CASE ch OF
```

```
      'N','n':  cnext;
      'V','v':  cview;
      'C','c':  calibrate;
      END;
  UNTIL ch IN ['Q','q'];
  CLOSE(oldfile,LOCK);
  promptat(12,'END OF ITEMCAL ACCESS...');
END; (* ICAL *)
```

APPENDIX B

```
(*$V-*)
(*$G+*)
PROGRAM LIBRARIAN;

(*******************************************************)
(*                                                     *)
(*  THIS PROGRAM CREATES A FILE FOR ITEM OBJECTIVE     *)
(*  ABSTRACTS -- ITEM CHARACHTERISTICS --   1-27-82    *)
(*                                                     *)
(*      BY William C. Knight                           *)
(*                                                     *)
(*******************************************************)

CONST AREALEN=32;
      SKILLEN=30;
      SUBSKILLEN=30;
      SNUMLEN=2;
      LINELEN=80;

TYPE SETOFCHAR=SET OF CHAR;
     FILECHAR=RECORD
                AREA:      STRING[AREALEN];
                SKIL:   STRING[SKILLEN];
                SUBSKIL:    STRING[SUBSKILLEN];
                SN: STRING[SNUMLEN];
                SSN: STRING[SNUMLEN];
                LINE: ARRAY[1..6] OF STRING[LINELEN];
              END;
     CRTCOMMAND= (ERASEOS,ERASEOL,UP,DOWN,RIGHT,LEFT,LEADIN);


VAR CH:         CHAR;
    RECNUM,J:     INTEGER;
    LASTCHANGE: BOOLEAN;
    DATAFILE:   FILE OF FILECHAR;
    FILENAME:   STRING[30];
    CRTINFO:    PACKED ARRAY[CRTCOMMAND] OF CHAR;
    PREFIXED:   ARRAY[CRTCOMMAND] OF BOOLEAN;


PROCEDURE GETCRTINFO;
(**********************************************************)
(*                                                        *)
(*  READ SYSTEM.MISCINFO AND GET CRT CONTROL CHARACTER INFO     *)
(*                                                        *)
(**********************************************************)
VAR BUFFER: PACKED ARRAY[0..511] OF CHAR;
    I,BYTE: INTEGER;
     : FILE;
BEGIN
```

```
  RESET(F,'*SYSTEM.MISCINFO');
  I:=BLOCKREAD(F,BUFFER,1);
  CLOSE(F);
  BYTE:=ORD(BUFFER[72]);  (* PREFIX INFORMATION BYTE *)
  CRTINFO[LEADIN]:=BUFFER[62];   PREFIXED[LEADIN]:=FALSE;
  CRTINFO[ERASEOS]:=BUFFER[64];  PREFIXED[ERASEOS]:=ODD(BYTE DIV 8);
  CRTINFO[ERASEOL]:=BUFFER[65];  PREFIXED[ERASEOL]:=ODD(BYTE DIV 4);
  CRTINFO[RIGHT]:=BUFFER[66];    PREFIXED[RIGHT]:=ODD(BYTE DIV 2);
  CRTINFO[UP]:=BUFFER[67];       PREFIXED[UP]:=ODD(BYTE);
  CRTINFO[LEFT]:=BUFFER[68];     PREFIXED[LEFT]:=ODD(BYTE DIV 32);
  CRTINFO[DOWN]:=CHR(10);        PREFIXED[DOWN]:=FALSE;
END;


PROCEDURE CRT(C: CRTCOMMAND);
(*****************************************************************)
(*                                                               *)
(*  CRT COMMANDS ARE: ERASEOS,ERASEOL,UP,DOWN,RIGHT,LEFT.        *)
(*                                                               *)
(*****************************************************************)
BEGIN
  IF PREFIXED[C] THEN UNITWRITE(1,CRTINFO[LEADIN],1,0,12);
  UNITWRITE(1,CRTINFO[C],1,0,12);
END;


PROCEDURE PROMPTAT(Y: INTEGER; S: STRING);
BEGIN
  GOTOXY(0,Y);
  WRITE(S);
  CRT(ERASEOL);
END;


FUNCTION GETCHAR(OKSET: SETOFCHAR): CHAR;
(******************************************************************)
(*                                                                *)
(*  GET A CHARACTER, BEEP IF NOT IN OKSET, ECHO ONLY IF PRINTING  *)
(*                                                                *)
(******************************************************************)
VAR CH: CHAR;
    GOOD: BOOLEAN;
BEGIN
  REPEAT
    READ(KEYBOARD,CH);
    IF EOLN(KEYBOARD) THEN CH:=CHR(13);
    GOOD:= CH IN OKSET;
    IF NOT GOOD THEN WRITE(CHR(7))
      ELSE IF CH IN [' '..'}'] THEN WRITE(CH);
  UNTIL GOOD;
  GETCHAR:=CH;
```

```
END;


PROCEDURE GETSTRING(VAR S: STRING; MAXLEN: INTEGER);
(****************************************************************)
(*                                                              *)
(*   GET AND ECHO A STRING UP TO MAXLEN CHARS LONG.             *)
(*   IF NULL STRING ENTERED, DEFAULT AND PRINT PREVIOUS VALUE.  *)
(*                                                              *)
(****************************************************************)
VAR S1: STRING[1];
    STEMP: STRING[80];
    OKSET: SET OF CHAR;
BEGIN
  OKSET:=[' '..'}'];
  S1:=' ';
  STEMP:='';
  REPEAT
    IF LENGTH(STEMP) = 0 THEN S1[1]:=GETCHAR(OKSET + [CHR(13)])
      ELSE IF LENGTH(STEMP)=MAXLEN THEN S1[1]:=GETCHAR([CHR(13),CHR(8)])
             ELSE S1[1]:=GETCHAR(OKSET + [CHR(13),CHR(8)]);
    IF S1[1] IN OKSET THEN STEMP:=CONCAT(STEMP,S1)
      ELSE IF S1[1]=CHR(8) THEN
        BEGIN
          CRT(LEFT); WRITE(' '); CRT(LEFT);
          DELETE(STEMP,LENGTH(STEMP),1);
        END;
  UNTIL S1[1] = CHR(13);
  IF LENGTH(STEMP) <> 0 THEN S:=STEMP
  ELSE WRITE(S);
END;


FUNCTION YES: BOOLEAN;
BEGIN
  YES:= GETCHAR(['Y','y','N','n']) IN ['Y','y'];
END;


PROCEDURE TRUNCATE;
BEGIN
  WRITELN(CHR(12));
  WRITELN;
  WRITELN('WARNING!!! You are about to delete all records beyond');
  WRITE('present file location (record number).  Do you wish to continue? ');
  IF YES THEN BEGIN
      WRITELN;
      WRITELN('Your present file location is record ',RECNUM,'.');
      WRITE('ARE YOU SURE YOU WISH TO CONTINUE? ');
      IF YES THEN BEGIN
        CLOSE(DATAFILE,CRUNCH);
        RESET(DATAFILE,FILENAME);
        GOTOXY(12,12);
        WRITELN('File ',FILENAME,' has been truncated.')
      END;
  END;
END;

PROCEDURE ZEROREC(VAR REC: FILECHAR);
BEGIN
  WITH REC DO
    BEGIN
      AREA:='';
      SKIL:='';
      SUBSKIL:='';
      SN := '';
      SSN := '';
      FOR J := 1 TO 6 DO LINE[J]:='';
    END;
END;


PROCEDURE VALIDATE(VAR REC: FILECHAR);
(*********************************************************)
(*                                                       *)
(*  TRIES TO DETECT AND ZERO AN UNINITIALIZED RECORD     *)
(*  NO CHANGE IF ALL FIELDS ARE VALID.                   *)
(*                                                       *)
(*********************************************************)
  PROCEDURE CHECK(VAR S: STRING; MAXLEN: INTEGER);
  LABEL 1;
  VAR I: INTEGER;
  BEGIN
    IF LENGTH(S) > MAXLEN THEN GOTO 1;
    FOR I:=1 TO LENGTH(S) DO
      IF NOT (S[I] IN [' '..'}']) THEN GOTO 1;
    EXIT(CHECK); (* STRING IS OK *)
  1: ZEROREC(REC); EXIT(VALIDATE);
  END; (* CHECK *)

BEGIN (* VALIDATE *)
  WITH REC DO
    BEGIN
      CHECK(AREA,AREALEN);
      CHECK(SKIL,SKILLEN);
      CHECK(SUBSKIL,SUBSKILLEN);
      CHECK(SN,SNUMLEN);
      CHECK(SSN,SNUMLEN);
      FOR J := 1 TO 6 DO CHECK(LINE[J],LINELEN);
    END;
END; (* VALIDATE *)
```

```
PROCEDURE SHOWREC(REC: FILECHAR);
BEGIN
  GOTOXY(0,4); CRT(ERASEOS);
  WRITELN('Record ',RECNUM,'.');
  WITH REC DO
    BEGIN
      WRITELN('Area:     ',AREA);
      WRITELN('Skill:    ',SKIL,'    # ',SN);
      WRITELN('Subskill: ',SUBSKIL,'    # ',SSN);
      FOR J := 1 TO 6 DO WRITELN('> ',LINE[J]);
    END;
END;


PROCEDURE CHANGEREC(VAR REC: FILECHAR);
BEGIN
  GOTOXY(0,15); CRT(ERASEOS);
  PROMPTAT(15,'(Press return for no change)');
  WITH REC DO
    BEGIN
      GOTOXY(0,16);
      WRITE('Area:     '); GETSTRING(AREA,AREALEN);  WRITELN;
      WRITE('Skill:    '); GETSTRING(SKIL,SKILLEN); WRITE('    # ');
        GETSTRING(SN,SNUMLEN);WRITELN;
      WRITE('Subskill: '); GETSTRING(SUBSKIL,SUBSKILLEN); WRITE('    # ');
        GETSTRING(SSN,SNUMLEN);WRITELN;
      FOR J := 1 TO 6 DO BEGIN
        WRITE('> '); GETSTRING(LINE[J],LINELEN); WRITELN;
      END;
   END;
END; (* CHANGEREC *)


PROCEDURE NEWFILE;
VAR SUCESSFUL: BOOLEAN;
    IREC,MAXREC: INTEGER;
BEGIN
  CLOSE(DATAFILE,LOCK); (* IN CASE IT'S ALREADY OPEN *)
  (*$I-*)
  REPEAT
    GOTOXY(0,1); CRT(ERASEOS);
    PROMPTAT(8,'File Name: '); READLN(FILENAME);
    RESET(DATAFILE,FILENAME);  (* TRY TO OPEN AN OLD FILE *)
    SUCESSFUL := (IORESULT=0);
    IF NOT SUCESSFUL THEN  (* START A NEW FILE? *)
      BEGIN
        PROMPTAT(10,'Start a new file ? ');
        IF YES THEN
          BEGIN
            REWRITE(DATAFILE,FILENAME);
            PROMPTAT(12,'Reserve how many records ? ');
            READLN(MAXREC);
            SEEK(DATAFILE,MAXREC);
            ZEROREC(DATAFILE^);
            (*$I-*)
            PUT(DATAFILE);
            (*$I+*)
            IF (IORESULT<>0) OR EOF(DATAFILE) THEN
              BEGIN
                PROMPTAT(14,'Not enough room. Press return ');
                READLN;
                SUCESSFUL:=FALSE;
              END
            ELSE
              BEGIN
                (* INITIALIZE CONTENTS OF FILE *)
                FOR IREC:=0 TO MAXREC DO
                  BEGIN
                    SEEK(DATAFILE,IREC);
                    PUT(DATAFILE);
                  END;
                CLOSE(DATAFILE,LOCK); (* LOCK IT IN PLACE *)
                RESET(DATAFILE,FILENAME);
                SUCESSFUL := (IORESULT = 0);
              END;
          END;
      END;
  UNTIL SUCESSFUL;
  (*$I+*)
  RECNUM:=-1;
  LASTCHANGE:=FALSE;
END;


PROCEDURE CHANGE;
BEGIN
  (*$I-*)
  REPEAT
    PROMPTAT(2,'Change which record ? ');
    READLN(RECNUM);
  UNTIL IORESULT=0;
  (*$I+*)
  SEEK(DATAFILE,RECNUM);
  GET(DATAFILE);
  IF EOF(DATAFILE) THEN (* EXTENDING FILE *) ZEROREC(DATAFILE^);
  VALIDATE(DATAFILE^);
  SHOWREC(DATAFILE^);
  CHANGEREC(DATAFILE^);
  SEEK(DATAFILE,RECNUM);
  (*$I-*)
  PUT(DATAFILE);
  (*$I+*)
  IF (IORESULT<>0) OR EOF(DATAFILE) THEN
    BEGIN
```

```
      GOTOXY(0,20);
      WRITELN(CHR(7),'UNABLE TO EXTEND FILE, NO DATA WRITTEN');
      WRITELN('Use Filer K(runch command to make space after file.');
    END;
  LASTCHANGE:=TRUE;
END;


PROCEDURE VIEW;
BEGIN
  (*$I-*)
  REPEAT
    PROMPTAT(2,'View which record ? ');
    READLN(RECNUM);
  UNTIL IORESULT=0;
  (*$I+*)
  SEEK(DATAFILE,RECNUM);
  GET(DATAFILE);
  IF EOF(DATAFILE) THEN
    BEGIN
      GOTOXY(0,4);
      WRITE('Record ',RECNUM,' not in file.');
    END
  ELSE
    BEGIN
      VALIDATE(DATAFILE^);
      SHOWREC(DATAFILE^);
    END;
  LASTCHANGE:=FALSE;
END;


PROCEDURE NEXT;
(* VIEW OR CHANGE NEXT RECORD *)
BEGIN
  RECNUM:=RECNUM+1;
  SEEK(DATAFILE,RECNUM);
  GET(DATAFILE);
  IF EOF(DATAFILE) THEN
    BEGIN
      ZEROREC(DATAFILE^);
      IF NOT LASTCHANGE THEN
        BEGIN
          GOTOXY(0,4);
          WRITE('Record ',RECNUM,' not in file.');
          EXIT(NEXT);
        END;
    END;
  GOTOXY(0,2); WRITE('Record number ',RECNUM);
  VALIDATE(DATAFILE^);
  SHOWREC(DATAFILE^);
  IF LASTCHANGE THEN
```

```
    BEGIN
      CHANGEREC(DATAFILE^);
      SEEK(DATAFILE,RECNUM);
      (*$I-*)
      PUT(DATAFILE);
      (*$I+*)
      IF (IORESULT<>0) OR EOF(DATAFILE) THEN
        BEGIN
          GOTOXY(0,20);
          WRITELN(CHR(7),'UNABLE TO EXTEND FILE, NO DATA WRITTEN');
          WRITELN('Use Filer K(runch command to make space after file.');
        END;
    END;
END;


BEGIN (* MAIN PROGRAM *)
  GETCRTINFO;
  GOTOXY(0,0); CRT(ERASEOS);
  NEWFILE;
  REPEAT
    PROMPTAT(0,'>LIBRARIAN: V(iew, C(hange, N(ext, F(ile, T(runcate, Q(uit ');
    CH:=GETCHAR(['N','n','F','f','V','v','C','c','T','t','Q','q']);
    CRT(ERASEOS);
    CASE CH OF
      'N','n':  NEXT;
      'F','f':  NEWFILE;
      'V','v':  VIEW;
      'C','c':  CHANGE;
      'T','t':  TRUNCATE;
    END;
  UNTIL CH IN ['Q','q'];
  CLOSE(DATAFILE,LOCK);
  PROMPTAT(12,'END LIBRARIAN...');
END.
```

```
(*$V-*)
(*$G+*)
PROGRAM LOOKUP;
USES MISCIO;

(*************************************************************)
(*                                                           *)
(*  THIS PROGRAM ACCESSES ITEM CHARACTERITICS                *)
(*            -- ITEM CHARACHTERISTICS --   2-10-82          *)
(*                                                           *)
(*      BY William C. Knight                                 *)
(*                                                           *)
(*************************************************************)

CONST AREALEN=32;
      SKILLEN=30;
      SUBSKILLEN=30;
      SNUMLEN=2;
      LINELEN=80;

TYPE object=string[36];
     FILECHAR=RECORD
                 AREA:       STRING[AREALEN];
                 SKIL:    STRING[SKILLEN];
                 SUBSKIL:     STRING[SUBSKILLEN];
                 SN: STRING[SNUMLEN];
                 SSN: STRING[SNUMLEN];
                 LINE: ARRAY[1..6] OF STRING[LINELEN];
               END;


VAR CH:         CHAR;
    cycle,RECNUM,J:     INTEGER;
    alpha,search,LASTCHANGE: BOOLEAN;
    DATAFILE:  FILE OF FILECHAR;
    FILENAME:  STRING[30];
    pattern: object;


PROCEDURE readhelp(fname:string);
VAR C:CHAR;
    hfile: TEXT;
    lineno: INTEGER;
    line: STRING;
BEGIN
  RESET(hfile,CONCAT('LIB:',fname));
  lineno:=0;
  WRITELN(CHR(12));
  WHILE NOT(EOF(hfile)) DO BEGIN
    lineno:=lineno+1;
    READLN(hfile,line);
    WRITELN(line);
    IF (lineno MOD 20) = 0 THEN BEGIN
      WRITELN;
      WRITELN('***********     MORE ? (Y or N)     *************');
      IF YES THEN WRITE(CHR(12)) ELSE BEGIN
        WRITE(CHR(12));
        CLOSE(hfile,LOCK);
        EXIT(readhelp);
      END;
    END;
  END; (* WHILE *)
  WRITELN;WRITELN;
  WRITE('***********    end of file ',fname,'. Press <RETURN>   **********');
  READ(c);
  WRITE(CHR(12));
  CLOSE(hfile,LOCK);
END; (* Readhelp *)


PROCEDURE help;
VAR hc:CHAR;
BEGIN
WRITE(CHR(12));
REPEAT
  WRITE('>HELP: G)eneral, V)iew, N)ext, F)ile, Q)uit ');
  hc := getchar(['G','g','V','v','N','n','F','f','Q','q']);
  GOTOXY(25,4);
  CASE hc OF
    'G','g': readhelp('general');
    'V','v': readhelp('view');
    'N','n': readhelp('next');
    'F','f': readhelp('file');
  END; (* CASE *)
UNTIL (hc='Q') OR (hc='q');
END; (* HELP *)



PROCEDURE capitalize(VAR stg: object);
VAR i:INTEGER;
BEGIN
  IF LENGTH(stg)<>0 THEN
  FOR i:= 1 to LENGTH(stg) DO
    IF (ORD(stg[i])<=122) AND (ORD(stg[i])>=97) THEN
      stg[i]:=CHR(ORD(stg[i])-32);
END;


FUNCTION objectsearch(temp,obj : STRING) : BOOLEAN;
  VAR
```

```
    j,i : INTEGER;
    build : STRING;
    found : BOOLEAN;
  BEGIN
    i := 1;
    j := 1;
    found := false;
    build := '';
    IF obj<>''  THEN BEGIN
      REPEAT
        IF obj[i] = temp[j]  THEN BEGIN
          build := CONCAT(build,COPY(obj,i,1));
          i := i+1; j := j+1;
          IF build = temp THEN found:=true;
        END
        ELSE i := i+1;
      UNTIL found OR (i > LENGTH(obj));
    END;
    objectsearch:=found
  END;


FUNCTION itemsearch(template: object) : INTEGER;
CONST BLANK='';
VAR
  indx: INTEGER;
  match: BOOLEAN;
  composite: object;

BEGIN
  indx:=recnum;
  match:=FALSE;
  SEEK(datafile,(indx+1));
  WRITE(CHR(12));
  GOTOXY(20,5);WRITE('Searching ');
  REPEAT
    indx:=indx+1;
    GOTOXY(31,5);WRITE(indx);
    GET(datafile);
    WITH datafile^ DO
    IF NOT(ALPHA) THEN
           composite := CONCAT(area,'/',sn,'/',ssn)
        ELSE
           composite := CONCAT(area,'/',skil);
    match := objectsearch(template,composite);
  UNTIL (match) OR (EOF(datafile));
  itemsearch:=indx;
  END;
```

```
PROCEDURE SHOWREC(REC: FILECHAR);
BEGIN
  WRITE(CHR(12));
  GOTOXY(6,3);WRITE('Record ',recnum,'....');
  GOTOXY(0,7);
  WITH REC DO
    BEGIN
      WRITELN('     Area:     ',AREA);
      WRITELN('     Skill:    ',SKIL,'    # ',SN);
      WRITELN('     Subskill: ',SUBSKIL,'    # ',SSN);
      WRITELN;WRITELN;
      FOR J := 1 TO 6 DO WRITELN('   ',LINE[J]);
    END;
END;



PROCEDURE NEWFILE;
VAR SUCESSFUL: BOOLEAN;
C: CHAR;
BEGIN
  IF cycle<>1 THEN CLOSE(DATAFILE,LOCK); (* IN CASE IT'S ALREADY OPEN *)
  IF cycle=1 THEN BEGIN
    WRITE(CHR(12));
    GOTOXY(5,5);
    WRITELN('Welcome to the Migrant Item Bank Library Visual Access');
    WRITELN('     Program "LOOKUP".  Developed by William C. Knight');
    WRITELN('                 Feb, 1982');
    WRITELN;
    WRITELN('         Make sure diskette LIB: is in one of the drives.');
    WRITELN;
    WRITE('Press <RETURN> when ready or press "H" for further ',
    'instructions (H)elp. ');
    READ(C);
    IF (C='H') OR (C='h') THEN help;
  END;
  cycle := cycle+1;
  (*$I-*)
  REPEAT
    WRITE(CHR(12));
    GOTOXY(6,6);
    WRITELN('(1) RTE......Reading/Elementary');
    WRITELN('      (2) RTS......Reading/Secondary');
    WRITELN('      (3) MTE......Math/Elemntary');
    WRITELN('      (4) MTS......Math/Secondary');
    promptat(0,'Specify file according to munu number: ');
    ch:=getchar(['1'..'4']);
    CASE ch OF
      '1': filename:='lib:rte.char';
      '2': filename:='lib:rts.char';
      '3': filename:='lib:mte.char';
      '4': filename:='lib:mts.char';
    END;
    RESET(DATAFILE,FILENAME);  (* TRY TO OPEN AN OLD FILE *)
    SUCESSFUL := (IORESULT=0);
    IF NOT SUCESSFUL THEN  (* LOOKUP ANOTHER FILE OR RETYPE IT *)
      BEGIN
        GOTOXY(0,12);
        WRITELN('Cannot locate disk on system.  Put in LIB: & Press <RETURN>');
        READ(C)
      END;
  UNTIL SUCESSFUL;
  (**I+*)
  RECNUM:=-1;
END;




PROCEDURE view;
VAR temp1,temp2:string[snumlen];
    temp : object;
BEGIN
     TE(CHR(12));
  promptat(0,'>View: S)earch, R)eference ');
  ch:=getchar(['S','s','R','r']);
  CASE ch OF
    'S','s' : BEGIN
                promptat(1,'>Search by: N)umber, W)ord ');
                ch:=getchar(['N','n','W','w']);
                pattern:='';
                temp:='';temp1:='';temp2:='';
                promptat(2,'Enter AREA > ');
                getstring(pattern,36);
                recnum:=-1;
                CASE ch OF
                  'N','n' :  BEGIN
                             pattern:=CONCAT(pattern,'/');
                             promptat(3,'Enter SKILL # > ');
                             getstring(temp1,snumlen);
                             pattern:=CONCAT(pattern,temp1,'/');
                             promptat(4,'Enter SUBSKILL # > ');
                             getstring(temp2,snumlen);
                             pattern:=CONCAT(pattern,temp2);
                             alpha:=false;
                             END;
                  'W','w' :  BEGIN
                             promptat(3,'Enter SKILL > ');
                             getstring(temp,36);
                             pattern:=CONCAT(pattern,'/',temp);
                             alpha:=true;
                             END;
                END;
                capitalize(pattern);
                recnum:=itemsearch(pattern);
                search:=TRUE;
              END;
    'R','r' : BEGIN
                promptat(2,'Reference which record? ');
                READ(recnum);
                search:=FALSE;
              END;
  END;
  SEEK(datafile,recnum);
  GET(datafile);
  IF EOF(datafile) THEN
    BEGIN
      WRITE(CHR(12));
      GOTOXY(25,4);
      WRITE('Record ',recnum,' not in file.');
    END
  ELSE
    showrec(datafile^);
END;


PROCEDURE NEXT;
(* VIEW OR CHANGE NEXT RECORD *)
BEGIN
  IF search then recnum:= itemsearch(pattern)
    ELSE RECNUM:=RECNUM+1;
  SEEK(DATAFILE,RECNUM);
  GET(DATAFILE);
  IF EOF(DATAFILE) THEN
    BEGIN
      WRITE(CHR(12));
      GOTOXY(0,4);
      WRITE('Record ',RECNUM,' not in file.');
      EXIT(NEXT);
    END;
  SHOWREC(DATAFILE^);
END;


BEGIN (* MAIN PROGRAM *)
  GETCRTINFO;
  cycle:=1;
  NEWFILE;
  GOTOXY(0,0); CRT(ERASEOS);
  REPEAT
    PROMPTAT(0,'>LOOKUP: V(iew, N(ext, F(ile, H(elp, Q(uit ');
    CH:=GETCHAR(['N','n','F','f','V','v','H','h','Q','q']);
    CASE CH OF
```

```
      'N','n':  NEXT;
      'F','f':  NEWFILE;
      'V','v':  VIEW;
      'H','h':  help;
    END;
    CRT(ERASEOS);
  UNTIL CH IN ['Q','q'];
  CLOSE(DATAFILE,LOCK);
  PROMPTAT(12,'END LOOKUP...');
END.
```

APPENDIX C

```
PROGRAM CATALOG;

CONST objlen=32;
      dislen=32;
      qlen=70;
      alen=40;
      blen=40;
      clen=40;
      dlen=40;
      elen=40;
      keylen=1;
      callen=3;
      baselen=2;

TYPE skill=STRING[OBJLEN];
     qtext=PACKED RECORD
                 line1: STRING[qlen];
                 line2: STRING[qlen];
                 line3: STRING[qlen];
           END;
     item=PACKED RECORD
                 objective:   STRING[objlen];
                 display:   STRING[dislen];
                 question: qtext;
                 A:  STRING[alen];
                 B:  STRING[blen];
                 C:  STRING[clen];
                 D:  STRING[dlen];
                 E:  STRING[elen];
                 key:  STRING[keylen];
                 base: STRING[baselen];
                 calibration:  REAL;
                 END;

     SEG=RECORD
                WHERE : STRING;
                AREA:   SKILL;
                SKIL:   STRING[3];
                SUBSKIL: STRING[3];
                START:    INTEGER;
            END;
VAR
  MNLOOP,RET : CHAR;
  DATAFILE : FILE OF ITEM;
  CATFILE  : FILE OF SEG;
  PR:         TEXT;
  CATPT,CAT,PT,REC,IOFLAG : INTEGER;
  DATANAME,FILENAME,OBJ : STRING[32];
  [illegible]RY : ARRAY[1..4] OF SKILL;
  INTRY : ARRAY[1..3] OF SKILL;
```

```
PROCEDURE READFILE;
  VAR RESPONSE:CHAR;
  BEGIN
  REWRITE(PR,'PRINTER:');
  RESET(CATFILE,FILENAME);
  CATPT := 0;
  WRITE(CHR(12),'DO YOU WISH CATALOG ENTRIES PRINTED? (Y/N) ');
  READ(RESPONSE);
  SEEK(CATFILE,CATPT);
  WRITELN;
  WHILE NOT EOF(CATFILE) DO BEGIN
    GET(CATFILE);
    IF EOF(CATFILE) THEN BEGIN CLOSE(CATFILE,LOCK);
       CLOSE(PR); EXIT(READFILE) END;
    WITH CATFILE^ DO
      IF RESPONSE='Y' THEN
        WRITELN(PR,WHERE,'==> ',AREA,'/',
        SKIL,'/',SUBSKIL,'---------------',START)
      ELSE
        WRITELN(WHERE,'==> ',AREA,'/',
        SKIL,'/',SUBSKIL,'---------------',START)
  END;
END;

PROCEDURE GETFILE;
BEGIN
    (*$I-*)
    REPEAT
      WRITE(CHR(12),'Name of item file to catalog: '); READLN(DATANAME);
      RESET(DATAFILE,DATANAME);
      IOFLAG:=IORESULT;
      IF IOFLAG<>0 THEN BEGIN
        WRITE('Cannot locate file ',DATANAME,' on system. Press <return>');
        READ(RET)
      END;
    UNTIL IOFLAG=0;
    (*$I+*)
END;

BEGIN
REPEAT
  MNLOOP:= 'Z';
  WRITE(CHR(12),'Catolog name: <CAT:[item file name].CAT> ');
  READLN(FILENAME);
  REWRITE(CATFILE,FILENAME);
  DATANAME := 'INITIATE';
  CATPT := 0;
  WHILE DATANAME<>'N' DO BEGIN
    GETFILE;
    FOR CAT := 1 TO 3 DO INTRY[CAT] := '';
    REC := 0;
    SEEK(DATAFILE,REC);
```

```
     GET(DATAFILE);
     SEEK(CATFILE,CATPT);
     WHILE NOT(EOF(DATAFILE)) DO BEGIN
       IF DATAFILE^.OBJECTIVE <> '' THEN
            OBJ := COPY(DATAFILE^.OBJECTIVE,1,LENGTH(DATAFILE^.OBJECTIVE))
         ELSE
            OBJ := 'N/U/LL/ ';
       PT := 1;
       FOR CAT := 1 TO 4 DO ENTRY[CAT] := '';
       CAT := 1;
       REPEAT
         IF OBJ[PT]='/' THEN BEGIN PT:=PT+1; CAT:=CAT+1 END;
         ENTRY[CAT]:=CONCAT(ENTRY[CAT],COPY(OBJ,PT,1));
         PT := PT+1;
       UNTIL PT > LENGTH(OBJ);
       FOR CAT := 1 TO 3 DO IF ENTRY[CAT] <> INTRY[CAT] THEN BEGIN
        WRITELN(DATANAME,'  ',ENTRY[1],'/',ENTRY[2],'/',ENTRY[3],
         '.............',REC);
        FOR CAT := 1 TO 3  DO
            INTRY[CAT] := COPY(ENTRY[CAT],1,LENGTH(ENTRY[CAT]));
         WITH CATFILE^ DO BEGIN
           WHERE    := COPY(DATANAME,1,LENGTH(DATANAME));
           AREA     := COPY(ENTRY[1],1,LENGTH(ENTRY[1]));
           SKIL     := COPY(ENTRY[2],1,LENGTH(ENTRY[2]));
           SUBSKIL  := COPY(ENTRY[3],1,LENGTH(ENTRY[3]));
           START    := REC;
         END;
         PUT(CATFILE);
         CATPT := CATPT+1;
      END;
      GET(DATAFILE);
      REC := REC+1;
    END;
    WRITELN(CATPT,' entries cataloged in ',FILENAME);
    CLOSE(DATAFILE,LOCK);
    WRITE('CONTINUE? ');READLN(DATANAME);
  END;
  CLOSE(CATFILE,LOCK);
  WRITELN(CHR(12));
  READFILE;
  WRITE('Do you wish to begin another catalog file? ');READ(MNLOOP);
UNTIL (MNLOOP='N') OR (MNLOOP='n');
END.
```

```
PROGRAM READCAT;
TYPE
     SKILL=STRING[32];
     SEG=RECORD
                WHERE : STRING;
                AREA:  SKILL;
                SKIL:  STRING[3];
                SUBSKIL: STRING[3];
                START:   INTEGER;
            END;
VAR
  RESPONSE : CHAR;
  CATFILE  : FILE OF SEG;
  PR:        TEXT;
  IOFLAG : INTEGER;
  CATNAME : STRING[32];
  ENTRY : ARRAY[1..4] OF SKILL;
  INTRY : ARRAY[1..3] OF SKILL;

PROCEDURE READFILE;
  VAR RESPONSE:CHAR;
      CATPT:INTEGER;
  BEGIN
  REWRITE(PR,'PRINTER:');
  CATPT := 0;
  WRITE(CHR(12),'DO YOU WISH CATALOG ENTRIES PRINTED? (Y/N) ');
  READ(RESPONSE);
  WRITELN;
  SEEK(CATFILE,CATPT);
  WHILE NOT EOF(CATFILE) DO BEGIN
    GET(CATFILE);
    IF EOF(CATFILE) THEN BEGIN CLOSE(PR); EXIT(READFILE) END;
    WITH CATFILE^ DO
      IF RESPONSE='Y' THEN
        WRITELN(PR,WHERE,'==> ',AREA.'/'.
        SKIL,'/',SUBSKIL,'---------------',START)
      ELSE
        WRITELN(WHERE,'==> ',AREA,'/',
        SKIL,'/',SUBSKIL,'---------------',START)
  END;
CLOSE(PR);
END;


BEGIN
REPEAT
  (*$I-*)
  REPEAT
    WRITE('What catalog file do you want to read? ');
    READLN(CATNAME);
    RESET(CATFILE,CATNAME);
    IOFLAG := IORESULT;
    IF IOFLAG <> 0 THEN BEGIN
      WRITE(CATNAME,' does not exist on system... Press <Return>');
      READLN(RESPONSE);
    END;
    UNTIL IOFLAG=0;
    READFILE;
  (*$I+*)
  CLOSE(CATFILE,LOCK);
  WRITE('Do you wish to read another file? ');
  READ(RESPONSE);
  WRITELN;
UNTIL (RESPONSE='N') OR (RESPONSE='n');
END.
```

APPENDIX D

```
PROGRAM ITEMSORT;

CONST
   objlen=32;
   forever=false;
        dislen=32;
        qlen=70;
        alen=40;
        blen=40;
        clen=40;
        dlen=40;
        elen=40;
        keylen=1;
        callen=3;
        baselen=2;


TYPE qtext=PACKED RECORD
                         line1: STRING[qlen];
                         line2: STRING[qlen];
                         line3: STRING[qlen];
                  END;
        item=PACKED RECORD
                         objective:  STRING[objlen];
                         display:  STRING[dislen];
                         question: qtext;
                         A:  STRING[alen];
                         B:  STRING[blen];
                         C:  STRING[clen];
                         D:  STRING[dlen];
                         E:  STRING[elen];
                         key:  STRING[keylen];
                         base: STRING[baselen];
                         calibration:  REAL;
                         END;

               prec=PACKED RECORD
                      fno, pt : INTEGER;
                      cal   :    REAL;
               END;
VAR
    q : PACKED ARRAY [0..500] OF prec;
    callno,itemrec, nitems, nempty   :INTEGER;
    items    :    FILE OF item;
    sortfile    :  FILE OF prec;
    fname    :   STRING[32];
    ch   :  CHAR;


PROCEDURE openfile;
VAR  successful : BOOLEAN;
```

```
BEGIN
  callno := callno + 1;
  REPEAT
    GOTOXY(30,12);
    WRITE(CHR(29),'Item filename? (<RETURN> for done): ');
    READLN(fname);
    IF fname = '' THEN EXIT(openfile);
    (*$I-*)
    RESET(items, fname);
    successful:=(IORESULT=0);
    IF NOT(successful) THEN BEGIN
      GOTOXY(30,14);
      WRITE(CHR(29), fname,' does not exist on system...');
      END;
  UNTIL successful;
  (*$I+*)
  SEEK(items, 0);
END;  (*  openfile  *)


PROCEDURE fillq(rec:item; ptr:INTEGER);
BEGIN
  q[ptr].fno:=callno;
  q[ptr].pt:=itemrec;
  q[ptr].cal:=rec.calibration;
  nempty:=nempty+1;
END;  (*  fillq  *)



PROCEDURE initialize;
VAR i:INTEGER;
BEGIN
  callno:=0;
  itemrec:=0;
  nempty:=0;
  nitems:=1;
  openfile;
  FOR i := 0 TO 500 DO WITH q[i] DO BEGIN
    fno:=0;
    pt:=0;
    cal:=0.0;
    END;
  GET(items);
  fillq(items^,0);
END; (* initialize *)


PROCEDURE transfer(p1,p2: INTEGER);
BEGIN
```

```
  q[p2]:=q[p1];
END;



PROCEDURE insert(rec:item;pt:INTEGER);
VAR idx:INTEGER;
BEGIN
  FOR idx:=nempty DOWNTO (pt+1) DO transfer((idx-1),idx);
  fillq(rec,pt);
END; (* insert *)



PROCEDURE qsort;
VAR
  qpt:INTEGER;
  endq,found:BOOLEAN;
BEGIN
  qpt:=0;
  found:=FALSE;
  endq:=FALSE;
  REPEAT
   WITH items^ DO BEGIN
      IF(calibration<=q[qpt].cal) AND (q[qpt].fno<>0)THEN BEGIN
        endq:=FALSE;
        found:=TRUE;
        insert(items^,qpt);
        END;
      IF q[qpt].fno=0 THEN BEGIN
        endq:=TRUE;
        found:=FALSE;
        fillq(items^,qpt);
        END;
      qpt:=qpt+1;
   END;
  UNTIL(found) OR (endq);
END; (* qsort *)



PROCEDURE qprint;
VAR
  i:INTEGER;
  fid:TEXT;
  ch:CHAR;
BEGIN
  WRITE(CHR(12),'qprint...   output filename? (<RETURN> For no file) ');
  READLN(fname);
  IF fname='' THEN EXIT(qprint);
  REWRITE(fid,fname);
  FOR i:=0 TO (nempty-1) DO WITH q[i] DO
    WRITELN(fid,i,'. ',fno,':',pt:4,'/ ',cal:12);
  WRITELN;
  WRITE('Press any key '); READ(CH); WRITE(CHR(12));
END; (* QPRINT *)


PROCEDURE readfile;
BEGIN
  REPEAT
    GOTOXY(30,6);WRITE('Sorting record ',nitems);
    GET(items);
    IF EOF(items) THEN BEGIN
      CLOSE (items);
      itemrec:=-1;
      openfile;
      IF fname='' THEN EXIT(readfile);
      GET(items);
      END;
    itemrec:=itemrec+1;
    nitems:=nitems+1;
    qsort;
  UNTIL FOREVER;
END; (* READFILE *)


PROCEDURE qdump;
VAR
  i:INTEGER;
  ch:CHAR;
BEGIN
  WRITE(CHR(12),'qdump...   sort file name? ');
  READLN(fname);
  REWRITE(sortfile,fname);
  SEEK(sortfile,0);
  FOR i:=0 TO (nempty-1) DO WITH q[i] DO BEGIN
    sortfile^:=q[i];
    PUT(sortfile);
    END;
  CLOSE(sortfile,LOCK);
  RESET(sortfile,fname);
  SEEK(sortfile,0);
  REPEAT
    GET(sortfile);
    IF EOF(sortfile) THEN BEGIN
      CLOSE(sortfile);
      WRITELN;WRITELN('PRESS ANY KEY');READ(CH);
      EXIT(qdump);
      END;
    WITH sortfile^ DO
      WRITELN(fno,':',pt:4,'  ',cal:10);
```

5

```
  UNTIL FOREVER;
  END; (* QPRINT *)


(* BEGIN MAIN *)

BEGIN
  WRITE(CHR(12),'      ISORT -- VERSION 1.0 WCK  MARCH, 1982');
  initialize;
  readfile;
  qprint;
  qdump;
END.
```

APPENDIX E

```
(*$S+*)
(*$V-*)
PROGRAM MATHOUT;
CONST forever=FALSE;
      objlen=32;
      dislen=32;
      qlen=70;
      alen=40;
      blen=40;
      clen=40;
      dlen=40;
      elen=40;
      keylen=1;
      callen=2;
      baselen=2;

TYPE line=STRING;
     request=STRING[3];
     grades= 2 .. 12;

     qtext=PACKED RECORD
                  line1: STRING[qlen];
                  line2: STRING[qlen];
                  line3: STRING[qlen];
            END;
     item=PACKED RECORD
                  objective:   STRING[objlen];
                  display:  STRING[dislen];
                  question: qtext;
                  A:  STRING[alen];
                  B:  STRING[blen];
                  C:  STRING[clen];
                  D:  STRING[dlen];
                  E:  STRING[elen];
                  key:  STRING[keylen];
                  base: STRING[baselen];
                  calibration:  REAL;
                  END;

      charec=PACKED RECORD
              area:STRING[32];
              subskil,skil:STRING[30];
              ssn,sn : STRING[2];
              ltext: ARRAY[1..6] OF STRING[80];
     END;

     charel=PACKED RECORD
                 sn,ssn : request;
             END;

     itemprof=PACKED RECORD
```

```
                  skil,subskil : request;
                  key        :   STRING[keylen];
                  calibration: REAL;
                  END;

     catrec=PACKED RECORD
                 WHERE : STRING;
                 AREA:   STRING[objlen];
                 SKIL:   STRING[3];
                 SUBSKIL: STRING[3];
                 START:    INTEGER;
            END;

     srtrec=PACKED RECORD
                 fno, pt   :  INTEGER;
                 cal       :  REAL;
             END;
VAR
  catname,srtname,itemname,libname : STRING[32];
  testdis : STRING;
  PR  : TEXT;
  catfile : FILE OF catrec;
  srtfile : FILE OF srtrec;
  itemfile : FILE OF item;
  keylist  : PACKED ARRAY[1..50] OF itemprof;
  reqbuf,skreq : request;
  subreq : ARRAY[1..20] OF request;
  endcat,endsrt,maxitem,gr,
  interval,botthrd,topthrd,
  srtrecnum,itemrec,
  lineno,keynum,
  minitem,head,tail : INTEGER;
  ch   :   CHAR;
  cat  :   PACKED ARRAY[0..100] OF catrec;
  srt  :   PACKED ARRAY[0..500] OF srtrec;
  school,primary,secondary : SET OF grades;
  l1,upper,middle,lower : BOOLEAN;
  FLAG,inside,found : BOOLEAN;


PROCEDURE INC(VAR variable:INTEGER); FORWARD;
PROCEDURE NEWPAGE; FORWARD;
PROCEDURE HOME; FORWARD;


SEGMENT PROCEDURE getiteminfo;
VAR i : INTEGER;

PROCEDURE setinterval;
BEGIN
  interval := ((endsrt+1) DIV 3) + 1;
  botthrd := interval;
  topthrd := endsrt - interval;
  WRITELN('Difficulty interval is ',interval);
  WRITELN('Boundries occuring at ',botthrd,' and ',topthrd);
    IF lower THEN BEGIN
       minitem := 0;
       maxitem := botthrd;
       END;
    IF middle THEN BEGIN
       minitem := botthrd;
       maxitem := topthrd;
       END;
    IF upper THEN BEGIN
       minitem := topthrd;
       maxitem := endsrt;
       END;
END;

BEGIN (* getiteminfo *)
  HOME;
  FOR i := 1 TO 100 DO
    WITH cat[i] DO BEGIN
      where:='';
      area:='';
      skil:='';
      subskil:='';
      start:=-1;
    END;
  FOR i := 0 TO 500 DO
    WITH srt[i] DO BEGIN
      fno:=0;
      pt:=0;
      cal:=0;
    END;
  FOR i := 1 TO 50 DO
    WITH keylist[i] DO BEGIN
      skil:='';
      subskil:='';
      key:='';
      calibration:=0.0;
    END;
  keynum:=0;
  lineno:=1;
  RESET(catfile,catname);
  WRITELN('Getting ',catname,'....');
  SEEK(catfile,0);
  i:=0;
  WHILE NOT(EOF(catfile)) DO BEGIN
    GET(catfile);
    IF NOT(EOF(catfile)) THEN BEGIN
      cat[i]:=catfile^;
      INC(i);
      END;
  END; (* INPUT WHILE *)
  CLOSE(catfile);
  endcat:=i-1;
  WRITELN('End catalog is ',endcat);
  RESET(srtfile,srtname);
  WRITELN('Getting ',srtname,'....');
  SEEK(srtfile,0);
  maxitem:=0;
  i:=0;
  WHILE NOT(EOF(srtfile)) DO BEGIN
    GET(srtfile);
    IF NOT(EOF(srtfile)) THEN BEGIN
      srt[i]:=srtfile^;
      INC(i);
      IF srtfile^.pt > maxitem THEN maxitem:=srtfile^.pt;
      END;
  END; (* INPUT WHILE *)
  endsrt:=i-1;
  WRITELN('End record is ',endsrt);
  CLOSE(srtfile);
  setinterval;
  WRITELN;WRITELN('  PUT IN ',itemname,' and press <RETURN>.');
  READ(CH);
  RESET(itemfile,itemname);
END; (* getiteminfo *)


SEGMENT PROCEDURE charlistout;
VAR
  tsk,tssk : request;
  endlib,i,j : INTEGER;
  libfile : FILE OF charec;
  chrlst : PACKED ARRAY[0..75] OF charel;

PROCEDURE getlibinfo;
BEGIN
  FOR i := 0 TO 75 DO WITH chrlst[i] DO BEGIN
    sn:='';ssn:='';
  END;
  HOME;
  WRITELN('Getting liblist from ',libname,'.');
  SEEK(libfile,0);
  i:=0;
  WHILE NOT(EOF(libfile)) DO BEGIN
    GET(libfile);
    IF NOT(EOF(libfile)) THEN BEGIN
      chrlst[i].sn:=libfile^.sn;
      chrlst[i].ssn:=libfile^.ssn;
      INC(i);
    END;
  END;
  endlib:=i-1;
```

```
END;


PROCEDURE printext(l : line);
BEGIN
 WRITELN(PR,'     ',l);
 INC(lineno);
END;

PROCEDURE printlib(VAR rec : charec);
BEGIN
   printext('');
   printext('');
   WITH rec DO BEGIN
     printext(area);
     printext(CONCAT(skil,'      skill  = ',sn));
     printext(CONCAT(subskil,'    subskill  = ',ssn));
     printext('');
     FOR j := 1 TO 6 DO IF ltext[j]<>'' THEN printext(ltext[J]);
  END;
END;


BEGIN
  HOME;GOTOXY(25,12);
  WRITE('Do you wish item profiles listed? ');
  READ(ch);
  IF (ch='N') OR (ch='n') THEN EXIT(charlistout);
  GOTOXY(25,13);WRITE('Insert diskette LIB: and press <RETURN>');
  READLN(ch);
  RESET(libfile,libname);
  getlibinfo;
  NEWPAGE;
  WRITELN(PR,'Section 3...');
  WRITELN(PR);
  WRITELN(PR,'     ',testdis);
  WRITELN(PR);WRITELN(PR);
  WRITELN(PR);
  WRITELN(PR,'
                                          ITEM PROFILE');
  WRITELN(PR);
  WRITELN(PR,'
                                      ****** FOR GRADE ',gr,' *******');
  WRITELN(PR);
  WRITELN(PR);
  WRITELN(PR);
  tsk:='   ';
  lineno:=11;
  i:=0;
  tsk:='   ';
  REPEAT
   found:=FALSE;
```

```
    INC(i);
    j:=0;
    IF keylist[i].key='' THEN EXIT(charlistout);
    IF (keylist[i].skil<>tsk) OR (keylist[i].subskil<>tssk) THEN BEGIN
      REPEAT
        IF keylist[i].skil=chrlst[j].sn THEN
          IF keylist[i].subskil=chrlst[j].ssn THEN BEGIN
            IF (lineno >= 50) THEN BEGIN
              NEWPAGE;
              lineno:=1;
              END;
            SEEK(libfile,j);
            GET(libfile);
            printlib(libfile^);
            tsk:=keylist[i].skil;
            tssk:=keylist[i].subskil;
            found:=TRUE;
          END;
        INC(j);
      UNTIL (j>endlib) OR (found);
    END;
  UNTIL forever;
  CLOSE(libfile);
END;


PROCEDURE keylistout;
VAR i : INTEGER;
BEGIN
  NEWPAGE;
  i:=0;
  WRITELN(PR);WRITELN(PR);
  WRITELN(PR,'Section 2...');
  WRITELN(PR);WRITELN(PR);
  WRITELN(PR,'  ',testdis);
  WRITELN(PR);
  WRITELN(PR,'        ********* FOR GRADE ',gr,' ***********');
  WRITELN(PR);
  WRITELN(PR,'   ITEM  SKILL  SUBSKILL   KEY     CALIBRATION');
  REPEAT
    INC(i);
    IF keylist[i].key='' THEN EXIT(keylistout);
    WRITELN(PR,i:6,'.   ',keylist[i].skil:5,keylist[i].subskil:8,
      keylist[i].key:8,keylist[i].calibration:17);
  UNTIL forever;
END;


PROCEDURE HOME;
BEGIN
  WRITE(CHR(12));
END;
```

```
PROCEDURE NEWPAGE;
BEGIN
  WRITELN(PR);
  WRITELN(PR);
  WRITE(PR,CHR(12));
  lineno:=1;
END;

PROCEDURE INC;
BEGIN
  variable := variable + 1;
END;


PROCEDURE ERASELF;
TYPE
  PA=PACKED ARRAY[0..1] OF 0..255;
  TWOFACE=RECORD CASE BOOLEAN OF
          TRUE:   (INT:INTEGER);
          FALSE:  (PTR:^PA);
END;
VAR CHEAT : TWOFACE;
BEGIN
  [illegible]G := TRUE;
  CHEAT.INT:=-16625;
  CHEAT.PTR^[0]:=255
END;

PROCEDURE WRITELF;
TYPE
  PA=PACKED ARRAY[0..1] OF 0..255;
  TWOFACE=RECORD CASE BOOLEAN OF
          TRUE:   (INT:INTEGER);
          FALSE:  (PTR:^PA);
END;
VAR CHEAT : TWOFACE;
BEGIN
  FLAG := FALSE;
  CHEAT.INT:=-16625;
  CHEAT.PTR^[0]:=0
END;


PROCEDURE getitems(sk,ssk:request);

PROCEDURE locatitems;
VAR i       : INTEGER;
BEGIN
  [illegible]und := FALSE;
  [illegible]= -1;
  REPEAT
```

```
    INC(i);
    WITH cat[i] DO
      IF (sk=skil) AND (ssk=subskil) THEN BEGIN
        found:=TRUE;
        head:=start;
        IF i=endcat THEN tail:=endsrt
          ELSE
            tail:=cat[i+1].start - 1;
        END;
  UNTIL (found) OR (i=endcat);
  IF NOT(found) THEN WRITELN('Cannot locate skill[',sk,'] subskill[',ssk,
    '] in the catalog.');
END;

PROCEDURE viewitem(rec : item);

BEGIN
  INC(keynum);
  HOME;
  WRITELN(keynum,'.   For grade ',gr,'...');
  WRITELN;
  WRITELN('Record ',itemrec,' is number ',srtrecnum,' in the range ',minitem,
  ' to ',maxitem,'.');
  WRITELN;
  WRITELN;
  WITH rec DO BEGIN
    WRITELN(objective);
    WRITELN;
    WITH question DO BEGIN
      WRITELN(line1);
      IF line2<>'' THEN WRITELN(line2);
      IF line3<>'' THEN WRITELN(line3);
    END;
    WRITELN;
    WRITELN('a) ',A);
    WRITELN('b) ',B);
    IF C<>'' THEN WRITELN('c) ',C);
    IF D<>'' THEN WRITELN('d) ',D);
    IF E<>'' THEN WRITELN('e) ',E);
    keylist[keynum].skil:=skreq;
    keylist[keynum].subskil:=reqbuf;
    keylist[keynum].key:=key;
    keylist[keynum].calibration:=calibration;
  END;
END;


PROCEDURE printitem(rec : item);

PROCEDURE UNDERLINE(LN:line; VAR LINEBUFF, BUFF:line);
VAR
```

```
  DEL,I : INTEGER;
  UNDERSCORE : BOOLEAN;

BEGIN
    DEL := 0;
    UNDERSCORE := FALSE;
    BUFF := CONCAT(LN,' ');
    BUFF[1] := ' ';
    LINEBUFF := CONCAT(LN,'');
    IF LENGTH(LN)=0 THEN WRITELN(PR)
    ELSE BEGIN
      FOR I := 1 TO LENGTH(LN) DO BEGIN
        IF LN[I]=']' THEN BEGIN
          DELETE(LINEBUFF,I-DEL,1);
          DEL := DEL +1;
          UNDERSCORE := FALSE
        END;
        IF LN[I]='[' THEN BEGIN
          DELETE(LINEBUFF,I-DEL,1);
          DEL := DEL+1;
          UNDERSCORE := TRUE
        END;
        IF UNDERSCORE THEN BUFF[I-DEL+1] := CHR(95) ELSE BUFF[I-DEL+1] := ' '
      END
    END;
    DELETE(BUFF,LENGTH(BUFF)-DEL,DEL);
END;

PROCEDURE printline(l : line);
VAR nl,ul : line;
BEGIN
  eraself;
  underline(l,nl,ul);
  IF L1 THEN ul:=CONCAT('    ',ul);
  WRITE(PR,nl,CHR(13),ul,CHR(13),CHR(138));
  INC(lineno);
  writelf;
END;

BEGIN
  IF lineno > 48 THEN NEWPAGE;
  WITH rec DO BEGIN
    WITH question DO BEGIN
      WRITE(PR,keynum:3,'.');
      l1:=TRUE;
      println(concat('  ',line1));
      L1:=FALSE;
      IF line2 <> '' THEN println(concat('      ',line2));
      IF line3 <> '' THEN println(concat('      ',line3));
    END;
   println('');
   println(concat('        a) ',A));
```

```
    printline(concat('        b) ',B));
    IF C <> '' THEN printline(concat('        c) ',C));
    IF D <> '' THEN printline(concat('        d) ',D));
    IF E <> '' THEN printline(concat('        e) ',E));
    printline('');
    printline('');
  END;
  HOME;
END;



BEGIN
  locatitems;
  inside:=false;
  IF found THEN FOR itemrec:= head TO tail DO
    FOR srtrecnum := minitem TO maxitem DO
      WITH srt[srtrecnum] DO
        IF itemrec=pt THEN BEGIN
          inside:=TRUE;
          SEEK(itemfile,pt);
          GET(itemfile);
          viewitem(itemfile^);
          printitem(itemfile^);
        END;
  IF NOT(inside) THEN WRITELN('Items for skill[',skreq,'] -- subskill[',reqbuf,
             '] cannot be found for grade ',gr,'.');
END;



PROCEDURE getuserinfo;
VAR ok : BOOLEAN;
    i : INTEGER;
BEGIN
  primary:=[2..6];
  secondary:=[7..12];
  school:= [2..12];
  upper:=FALSE;middle:=FALSE;lower:=FALSE;
  HOME;
  NEWPAGE;
  WRITELN('PRINTEST -- Version 1.0 WCK Mar, 1982 (Math items only)');
  REPEAT;
    GOTOXY(5,5);WRITE('Specify GRADE LEVEL: ');
    READLN(gr);
    GOTOXY(5,7);
    WRITELN('Test description?');
    READLN(testdis);
    HOME;
    ok:=gr IN school;
    IF NOT(ok) THEN WRITE(CHR(7),CHR(7));
  UNTIL ok;
  IF gr IN primary THEN BEGIN
    CASE gr OF
          2  :  lower:=TRUE;
        3,4  :  middle:=TRUE;
        5,6  :  upper:=TRUE;
     END; (* case *)
    catname:='cmte.cat';
    srtname:='cmte.sort';
    itemname:='cmte:citems';
    libname:='lib:mte.char';
  END;
  IF gr IN secondary THEN BEGIN
    CASE gr OF
        6,7  :  lower:=TRUE;
        8,9  :  middle:=TRUE;
      10,11,12 :  upper:=TRUE;
    END; (* case *)
    catname:='cmts.cat';
    srtname:='cmts.sort';
    itemname:='cmts:citems';
    libname:='lib:mts.char';
  END;
  getiteminfo;
  [illegible]ME;
  [illegible]EPEAT
   FOR i := 1 to 20 DO subreq[i]:='?';
   i:=1;
   WRITE('Specify skill #: ');READLN(skreq);
   IF skreq <> '' THEN REPEAT
     WRITE('Specify subskil #: ');READLN(reqbuf);
     IF reqbuf<>'' THEN BEGIN
        getitems(skreq,reqbuf);
        subreq[i]:=reqbuf;
        IF found THEN INC(i);
        END;
     UNTIL (reqbuf='') OR (i > 20);
  UNTIL skreq='';
  END;


begin
  REWRITE(PR,'PRINTER:');
  getuserinfo;
  keylistout;
  WRITELN;
  HOME;
  WRITE('Put program diskette in original drive and press <RETURN>. ');
  [illegible]D(CH);
  [illegible]arlistout;
  WRITELN('Put boot disk in drive #1 and press <RETURN> ');READ(ch);
  CLOSE(PR);
end.
```

APPENDIX F

ELEMENTARY MATH ITEMS

```
      *** RECORD 0 ***
Objective:  MATH/01/01/01
Display:
To find the sum of 3 and 6, you must:
  a) add.
  b) subtract.
  c) multiply.
  d) divide.
Key: a   Grade: 04   Calibration: -9.44462E-1

      *** RECORD 1 ***
Objective:  MATH/01/01/02
Display:
To find the total of three numbers, you must:
  a) add.
  b) subtract.
  c) multiply.
  d) divide.
Key: a   Grade: 04   Calibration: -9.44462E-1

      *** RECORD 2 ***
Objective:  MATH/01/01/03
Display:
To find the difference between 7 and 9, you must:
  a) add.
  b) subtract.
  c) multiply.
  d) divide.
Key: b   Grade: 04   Calibration:  2.81851E-1

      *** RECORD 3 ***
Objective:  MATH/01/01/04
Display:
To find the difference between 5 and 8, you must:
  a) add.
  b) subtract.
  c) multiply.
  d) divide.
Key: b   Grade: 04   Calibration: -1.20144E-1

      *** RECORD 4 ***
Objective:  MATH/01/02/01
Display:
To find the product of 4 and 7, you must:
  a) add.
  b) subtract.
  c) multiply.
  d) divide.
Key: c   Grade: 04   Calibration:  1.26567
```

```
      *** RECORD 5 ***
Objective:  MATH/01/02/02
Display:
To find what 3 times another number is, you must:
  a) add.
  b) subtract.
  c) multiply.
  d) divide.
Key: c    Grade: 04   Calibration: -5.75364E-1

      *** RECORD 6 ***
Objective:  MATH/01/02/03
Display:
To find how many times 4 goes into 12, you must:
  a) add.
  b) subtract.
  c) multiply.
  d) divide.
Key: d    Grade: 04   Calibration:  9.44462E-1

      *** RECORD 7 ***
Objective:  MATH/01/02/04
Display:
To find out how many groups of 3 there are in 15, you must:
  a) add.
  b) subtract.
  c) multiply.
  d) divide.
Key: d    Grade: 04   Calibration: -3.22773E-1

      *** RECORD 8 ***
Objective:  MATH/01/03//01
Display:
6 + 3 =
  a)  2
  b)  3
  c)  9
  d) 18
Key: c    Grade: 04   Calibration: -2.44235

      *** RECORD 9 ***
Objective:  MATH/01/03/02
Display:
8 + 6 =
  a) 14
  b) 15
  c) 48
  d) 86
Key: a    Grade: 04   Calibration: -1.90096
```

```
       *** RECORD 10 ***
Objective:  MATH/01/03/03
Display:
  7
 +4
----
   a)  3
   b) 11
   c) 12
   d) 28
Key: b   Grade: 04   Calibration: -1.99243

       *** RECORD 11 ***
Objective:  MATH/01/03/04
Display:
  3
 +9
----
   a) 12
   b) 13
   c) 27
   d) 39
Key: a   Grade: 04   Calibration: -1.26567

       *** RECORD 12 ***
Objective:  MATH/01/04/01
Display:
 12
 -5
----
   a)  3
   b)  7
   c)  8
   d) 13
Key: b   Grade: 04   Calibration: -1.45001

       *** RECORD 13 ***
Objective:  MATH/01/04/02
Display:
   11 - 2 =
   a)  0
   b)  4
   c)  9
   d) 12
Key: c   Grade: 04   Calibration: -2.44235

       *** RECORD 14 ***
Objective:  MATH/01/04/03
Display:
 16
 -8
----
   a)  2
   b)  8
   c) 12
   d) 24
Key: b   Grade: 04   Calibration: -1.90096
```

```
      *** RECORD 15 ***
Objective:  MATH/01/04/04
Display:
   13 - 7 =
  a)   4
  b)   6
  c)  20
  d) 137
Key: b   Grade: 04   Calibration: -2.58669

      *** RECORD 16 ***
Objective:  MATH/01/05/01
Display:
  1
 x5
----
  a)  1
  b)  4
  c)  5
  d) 15
Key: c   Grade: 04   Calibration: -2.19722

      *** RECORD 17 ***
Objective:  MATH/01/05/02
Display:
   6 x 0 =
  a)  0
  b)  6
  c)  7
  d) 60
Key: a   Grade: 04   Calibration: -2.44235

      *** RECORD 18 ***
Objective:  MATH/01/05/03
Display:
   7 X 4 =
  a)  3
  b) 11
  c) 28
  d) 47
Key: c   Grade: 04   Calibration: -1.73460

      *** RECORD 19 ***
Objective:  MATH/01/05/04
Display:
  7
 x9
----
  a) 63
  b) 64
  c) 78
  d) 97
Key: a   Grade: 04   Calibration: -9.94622E-1
```

```
        *** RECORD 20 ***
Objective:  MATH/01/07/01
Display:
In 4 + 2 = 6, what does "+" mean?
  a) Add
  b) Subtract
  c) Multiply
  d) Divide
Key: a   Grade: 04   Calibration: -2.19722

        *** RECORD 21 ***
Objective:  MATH/01/07/02
Display:
In 3 x 4 = 12, what does "x" mean?
  a) Add
  b) Subtract
  c) Multiply
  d) Divide
Key: c   Grade: 04   Calibration: -1.65823

        *** RECORD 22 ***
Objective:  MATH/01/07/04
Display:
In 7 - 5 = 2, what does "-" mean?
  a) Add
  b) Subtract
  c) Multiply
  d) Divide
Key: b   Grade: 04   Calibration: -1.73460

        *** RECORD 23 ***
Objective:  MATH/01/08/01
Display:
In 4 = 4, what does "=" mean?
  a) Is equal to
  b) Is less than
  c) Is greater than
  d) Is not equal to
Key: a   Grade: 04   Calibration: -1.15268

        *** RECORD 24 ***
Objective:  MATH/01/08/02
Display:
In 5 < 12, what does "<" mean?
  a) Is equal to
  b) Is less than
  c) Is greater than
  d) Is not equal to
Key: b   Grade: 04   Calibration:  2.81851E-1
```

```
        *** RECORD 25 ***
Objective:  MATH/01/08/04
Display:
In 13 > 8, what does ">" mean?
   a) Is equal to
   b) Is less than
   c) Is greater than
   d) Is not equal to
Key: c    Grade: 04   Calibration: -4.47312E-1

        *** RECORD 26 ***
Objective:  MATH/02/01/01
Display:
  12
 +24
-----
   a) 36
   b) 38
   c) 46
   d) 63
Key: a    Grade: 04   Calibration: -1.65823

        *** RECORD 27 ***
Objective:  MATH/02/01/02
Display:
  432
 +357
------
   a) 125
   b) 189
   c) 768
   d) 789
Key: d    Grade: 04   Calibration: -2.75154

        *** RECORD 28 ***
Objective:  MATH/02/01/03
Display:
    41 + 33 =
   a) 12
   b) 47
   c) 56
   d) 74
Key: d    Grade: 04   Calibration: -2.31363

        *** RECORD 29 ***
Objective:  MATH/02/01/04
Display:
    542 + 57 =
   a)    515
   b)    598
   c)    599
   d) 1,112
Key: c    Grade: 04   Calibration: -1.38629
```

```
       *** RECORD 30 ***
Objective:  MATH/02/02/01
Display:
  17
 + 8
-----
  a)   9
  b)  25
  c)  26
  d) 115
Key: b   Grade: 04   Calibration: -1.38629

       *** RECORD 31 ***
Objective:  MATH/02/02/02
Display:
   16
    8
[ +243 ]
  a) 257
  b) 267
  c) 268
  d) 357
Key: b   Grade: 04   Calibration: -8.95384E-1

       *** RECORD 32 ***
Objective:  MATH/02/02/03
Display:
   26 + 37 =
  a)  11
  b)  54
  c)  63
  d) 513
Key: c   Grade: 04   Calibration: -1.99243

       *** RECORD 33 ***
Objective:  MATH/02/02/04
Display:
   234 + 158 =
  a) 392
  b) 399
  c) 452
  d) 982
Key: a   Grade: 04   Calibration: -1.32493

       *** RECORD 34 ***
Objective:  MATH/02/03/01
Display:
  9
 -3
----
  a)  5
  b)  6
  c)  7
  d) 27
Key: b   Grade: 04   Calibration: -2.19722
```

```
      *** RECORD 35 ***
Objective:  MATH/02/03/02
Display:
  37
 -23
-----
  a) 14
  b) 41
  c) 50
  d) 60
Key: a   Grade: 04   Calibration: -2.31363

      *** RECORD 36 ***
Objective:  MATH/02/03/03
Display:
 493
 -82
-----
  a)  11
  b) 114
  c) 375
  d) 411
Key: d   Grade: 04   Calibration: -1.81529

      *** RECORD 37 ***
Objective:  MATH/02/03/04
Display:
   19 - 5 =
  a)  4
  b) 13
  c) 14
  d) 41
Key: c   Grade: 04   Calibration: -2.58669

      *** RECORD 38 ***
Objective:  MATH/02/04/01
Display:
 13
 -7
----
  a)  5
  b)  6
  c)  7
  d) 14
Key: b   Grade: 04   Calibration: -2.19722

      *** RECORD 39 ***
Objective:  MATH/02/04/02
Display:
  43
 -25
-----
  a) 18
  b) 19
  c) 22
  d) 68
Key: a   Grade: 04   Calibration: -3.63965E-1
```

```
        *** RECORD 40 ***
Objective:   MATH/02/04/03
Display:
 142
 -56
-----
   a)  68
   b)  86
   c)  96
   d) 198
Key: b   Grade: 04   Calibration: -4.47312E-1

        *** RECORD 41 ***
Objective:   MATH/02/04/04
Display:
   153 - 29 =
   a)  36
   b)  94
   c) 124
   d) 136
Key: c   Grade: 04   Calibration: -8.47298E-1

        *** RECORD 42 ***
Objective:   MATH/02/05/01
Display:
  12
 x 4
-----
   a) 16
   b) 18
   c) 46
   d) 48
Key: d   Grade: 04   Calibration: -1.51635

        *** RECORD 43 ***
Objective:   MATH/02/05/02
Display:
  221
 x  4
------
   a) 224
   b) 225
   c) 881
   d) 884
Key: d   Grade: 04   Calibration: -4.05465E-1

        *** RECORD 44 ***
Objective:   MATH/02/05/03
Display:
3 x 11 =
   a) 13
   b) 31
   c) 33
   d) 41
Key: c   Grade: 04   Calibration: -1.90096
```

```
      *** RECORD 45 ***
Objective:  MATH/02/05/04
Display:
112 x 30 =
  a)    3,360
  b)   33,600
  c)  112,000
  d)  336,000
Key: a   Grade: 04   Calibration: -1.20144E-1

      *** RECORD 46 ***
Objective:  MATH/02/06/01
Display:
  22
 x 5
-----
  a)    110
  b)    210
  c)    225
  d) 1,010
Key: a   Grade: 04   Calibration: -3.22773E-1

      *** RECORD 47 ***
Objective:  MATH/02/06/02
Display:
 406
 x 7
-----
  a)    322
  b) 2,842
  c) 2,912
  d) 4,042
Key: b   Grade: 04   Calibration:  4.05465E-1

      *** RECORD 48 ***
Objective:  MATH/02/06/03
Display:
   36 x 2 =
  a)  38
  b)  72
  c) 312
  d) 612
Key: b   Grade: 04   Calibration: -1.15268

      *** RECORD 49 ***
Objective:  MATH/02/06/04
Display:
   903 x 700 =
  a)    632,100
  b)    632,700
  c)    652,100
  d) 6,321,000
Key: a   Grade: 04   Calibration:  3.22773E-1
```

```
      *** RECORD 50 ***
Objective:  MATH/02/08/01
Display:
  2/5
 +1/5
------
  a) 2/25
  b) 1/5
  c) 3/10
  d) 3/5
Key: d   Grade: 04   Calibration:  1.45001

      *** RECORD 51 ***
Objective:  MATH/02/08/02
Display:
  1/4
  3/4
 [+2/4]
  a) 6/16
  b) 6/12
  c) 6/8
  d) 6/4
Key: d   Grade: 04   Calibration:  1.73460

      *** RECORD 52 ***
Objective:  MATH/02/08/03
Display:
   3/8 + 5/8 + 4/8 =
  a) 12/24
  b) 12/16
  c) 12/8
  d) 13/8
Key: c   Grade: 04   Calibration:  2.09074

      *** RECORD 53 ***
Objective:  MATH/02/08/04
Display:
   2/10 + 4/10 + 3/10 =
  a) 9/10
  b) 10/10
  c) 11/10
  d) 24/10
Key: a   Grade: 04   Calibration: -3.22773E-1

      *** RECORD 54 ***
Objective:  MATH/02/09/01
Display:
  6/10
 -3/10
-------
  a) 3/20
  b) 3/10
  c) 9/20
  d) 9/10
Key: b   Grade: 04   Calibration:  1.60343E-1
```

```
      *** RECORD 55 ***
Objective:  MATH/02/09/02
Display:
  4/5
 -4/5
------
  a) 0
  b) 16/25
  c) 8/10
  d) 8/5
Key: a   Grade: 04   Calibration: -6.19039E-1

      *** RECORD 56 ***
Objective:  MATH/02/09/03
Display:
  6/4
 -3/4
------
  a) 3/16
  b) 3/8
  c) 3/4
  d) 9/4
Key: c   Grade: 04   Calibration: -1.20144E-1

      *** RECORD 57 ***
Objective:  MATH/02/09/04
Display:
  8/8
 -3/8
------
  a) 1/5
  b) 5/16
  c) 1/3
  d) 5/8
Key: d   Grade: 04   Calibration: -1.60343E-1

      *** RECORD 58 ***
Objective:  MATH/02/10/01
Display:
  2 3/5
 +4 1/5
--------
  a) 6 4/10
  b) 6 4/5
  c) 8 3/25
  d) 8 4/5
Key: b   Grade: 04   Calibration:  1.45001

      *** RECORD 59 ***
Objective:  MATH/02/10/02
Display:
  6 6/8
 -2 3/8
--------
  a) 4 3/16
  b) 4 3/8
  c) 8 9/16
  d) 8 9/8
Key: b   Grade: 04   Calibration:  8.00427E-2
```

```
      *** RECORD 60 ***
Objective:  MATH/02/10/03
Display:
  4 3/4
 +3 2/4
--------
  a) 1 1/4
  b) 7 5/8
  c) 8 1/4
  d) 8 5/4
Key: c    Grade: 04    Calibration:  2.31363

      *** RECORD 61 ***
Objective:  MATH/02/10/04
Display:
  5 2/3
 -1 1/3
--------
  a) 4
  b) 4 1/3
  c) 4 2/3
  d) 41
Key: b    Grade: 04    Calibration:  7.08185E-1

      *** RECORD 62 ***
Objective:  MATH/02/11/01
Display:
  .4
 +.3
-----
  a)  .7
  b) 1.2
  c) 7
  d) 12
Key: a    Grade: 04    Calibration: -1.38629

      *** RECORD 63 ***
Objective:  MATH/02/11/02
Display:
  68.47
 +31.53
--------
  a)    .0100
  b)    .100
  c)  99.99
  d) 100
Key: d    Grade: 04    Calibration:  1.65823

      *** RECORD 64 ***
Objective:  MATH/02/11/03
Display:
  .85
 +.42
------
  a)  .0127
  b)  .127
  c) 1.27
  d) 12.7
Key: c    Grade: 04    Calibration:  8.95384E-1
```

```
      *** RECORD 65 ***
Objective:  MATH/02/11/04
Display:
3.6 + 1.2 + .4 =
  a)  .520
  b) 4.14
  c) 5.2
  d) 8.8
Key: c   Grade: 04   Calibration: -2.41162E-1

      *** RECORD 66 ***
Objective:  MATH/02/12/01
Display:
  3.82
 -1.61
-------
  a)  .0221
  b)  .221
  c) 1.22
  d) 2.21
Key: d   Grade: 04   Calibration:  4.00053E-2

      *** RECORD 67 ***
Objective:  MATH/02/12/02
Display:
  4.40
 -1.28
-------
  a) 3.12
  b) 3.22
  c) 3.28
  d) 5.68
Key: a   Grade: 04   Calibration: -8.00427E-2

      *** RECORD 68 ***
Objective:  MATH/02/12/03
Display:
6.3 - 2.1 =
  a)   .42
  b)  4.2
  c)  5.1
  d) 42
b Key: c   Grade: 04   Calibration:  8.00119E-1

      *** RECORD 69 ***
Objective:  MATH/02/13/01
Display:
   23
 x .2
------
  a)  .046
  b)  .46
  c) 2.1
  d) 4.6
Key: d   Grade: 04   Calibration:  8.47298E-1
```

```
        *** RECORD 70 ***
Objective:  MATH/02/13/02
Display:
73.4 x 6 =
  a)   4.404
  b)  44.04
  c) 404.4
  d) 440.4
Key: d   Grade: 04   Calibration:  1.04597

        *** RECORD 71 ***
Objective:  MATH/02/13/03
Display:
   4.62
    x 5
  ------
  a)  4.67
  b) 20.37
  c). 23.10
  d) 60
Key: c   Grade: 04   Calibration:  0.00000

        *** RECORD 72 ***
Objective:  MATH/02/13/04
Display:
   8.06
   x 30
  -------
  a)    241.8
  b)  2,418
  c)  8,060
  d) 24,180
Key: a   Grade: 04   Calibration:  2.09074

        *** RECORD 73 ***
Objective:  MATH/02/14/01
Display:
  42
 +13
-----
  a)  30
  b)  50
  c)  80
  d) 500
Key: b   Grade: 04   Calibration: -1.90096

        *** RECORD 74 ***
Objective:  MATH/02/14/02
Display:
  723
 +521
-------
  a)    12
  b)   120
  c)   200
  d) 1,200
Key: d   Grade: 04   Calibration: -9.94622E-1
```

D44

```
             *** RECORD 75 ***
        Objective:   MATH/02/14/03
        Display:
          18
         - 9
        ------
          a)    1
          b)   10
          c)   20
  9       d)  100
        Key: b   Grade: 04   Calibration: -6.63294E-1

             *** RECORD 76 ***
        Objective:   MATH/02/14/04
        Display:
          59
        - 23
        ------
          a)  3
          b) 40
          c) 70
          d) 80
  36    Key: b   Grade: 04   Calibration: -8.95384E-1

             *** RECORD 77 ***
        Objective:   MATH/02/15/01
        Display:
          309           The answer to this problem
         x 21           is about how many?
        -------
          a)      6
          b)    300
  ok      c)    600
          d) 6,000
  6489  Key: d   Grade: 04   Calibration:  5.32217E-1

             *** RECORD 78 ***
        Objective:   MATH/02/15/03
        Display:
          31           The answer to this problem
         x 2           is about how many?
        ------
          a)   6
  ok      b)  30
          c)  60
  62      d) 600
        Key: c   Grade: 04   Calibration: -6.63294E-1

             *** RECORD 79 ***
        Objective:   MATH/02/15/04
        Display:
          68           The answer to this problem
         x39           is about how many?
        ------
          a)    18
  ok      b)   110
          c)   180
          d) 2,500
        Key: d   Grade: 04   Calibration:  9.94622E-1
```

```
      *** RECORD 80 ***
Objective:   MATH/03/01/01
Display:
What is the correct way to write
three hundred five thousand twenty nine?
  a)       3,529
  b)      30,529
  c)     305,029
  d) 300,500,029
Key: c   Grade: 04   Calibration:  9.44462E-1

      *** RECORD 81 ***
Objective:   MATH/03/01/02
Display:
What is the correct way to write nine hundred
fifty-six?
  a)     659
  b)     900
  c)     956
  d) 90,056
Key: c   Grade: 04   Calibration: -1.26567

      *** RECORD 82 ***
Objective:   MATH/03/01/03
Display:
What is the correct way to write
two thousand six hundred nine?
  a)   269
  b) 2,069
  c) 2,609
  d) 2,690
Key: c   Grade: 04   Calibration: -1.04597

      *** RECORD 83 ***
Objective:   MATH/03/01/04
Display:
What is the correct way to write fifty thousand two?
  a)     52
  b)  5,002
  c) 50,002
  d) 50,200
Key: c   Grade: 04   Calibration: -1.26567

      *** RECORD 84 ***
Objective:   MATH/03/02/01
Display:
What does the 6 in 5,643 stand for?
  a)     6
  b)    60
  c)   600
  d) 6,000
Key: c   Grade: 04   Calibration: -1.04597
```

```
      *** RECORD 85 ***
Objective:  MATH/03/02/01
Display:
Which digit in 2,058 names the hundreds?
  a) 0
  b) 2
  c) 5
  d) 8
Key: a   Grade: 04   Calibration: -8.47298E-1

      *** RECORD 86 ***
Objective:  MATH/03/02/03
Display:
What does the 3 in 37,089 stand for?
  a)     300
  b)   3,000
  c)  30,000
  d) 300,000
Key: c   Grade: 04   Calibration: -4.05465E-1

      *** RECORD 87 ***
Objective:  MATH/03/02/04
Display:
In what number does the 4 represent 40,000?
  a) 472,361
  b) 672,341
  c) 742,361
  d) 724,631
Key: c   Grade: 04   Calibration:  1.04597

      *** RECORD 88 ***
Objective:  MATH/03/04/01
Display:
Which number is between 15 and 21?
  a)  7
  b) 11
  c) 19
  d) 23
Key: c   Grade: 04   Calibration: -1.65823

      *** RECORD 89 ***
Objective:  MATH/03/04/02
Display:
Which number is between 107 and 131?
  a)    47
  b)   113
  c)   142
  d) 3,000
Key: b   Grade: 04   Calibration: -1.20831
```

```
       *** RECORD 90 ***
Objective:  MATH/03/04/03
Display:
In which list are the numbers getting bigger?
  a) 100; 300; 200
  b) 12; 14; 16
  c) 230; 235; 233
  d) 99; 88; 77
Key: b   Grade: 04   Calibration:  6.63294E-1

       *** RECORD 91 ***
Objective:  MATH/03/04/04
Display:
In which list are the numbers getting smaller?
  a) 10,001; 10,002; 10,003
  b) 800; 700; 900
  c) 616; 515; 518
  d) 57; 56; 55
Key: d   Grade: 04   Calibration: -1.38629

       *** RECORD 92 ***
Objective:  MATH/03/05/01
Display:
What are the first 4 multiples of 3?
  a) 0, 3, 6, 9
  b) 3, 4, 5, 6
  c) 3, 6, 9, 12
  d) 6, 9, 12, 15
Key: c   Grade: 04   Calibration:  1.09861

       *** RECORD 93 ***
Objective:  MATH/03/05/02
Display:
The numbers 2, 4, 6, 8, and 10 are all
multiples of what number?
  a) 1
  b) 2
  c) 4
  d) 5
Key: b   Grade: 04   Calibration: -6.63294E-1

       *** RECORD 94 ***
Objective:  MATH/03/05/03
Display:
What are the next 4 multiples of 5 after 10?
  a) 5, 10, 15, 20
  b) 10, 15, 20, 25
  c) 10, 20, 30, 40
  d) 15, 20, 25, 30
Key: d   Grade: 04   Calibration:  8.00119E-1
```

```
      *** RECORD 95 ***
Objective:  MATH/03/05/04
Display:
The numbers 7, 14, 21, 28, and 35 are all
multiples of what number?
  a) 2
  b) 3
  c) 5
  d) 7
Key: d   Grade: 04   Calibration: -8.95384E-1

      *** RECORD 96 ***
Objective:  MATH/03/06/01
Display:
Pick the number that fits the pattern:
    1, 3, 5, 7, [  ]
  a) 7
  b) 8
  c) 9
  d) 12
Key: c   Grade: 04   Calibration: -1.20144E-1

      *** RECORD 97 ***
Objective:  MATH/03/06/02
Display:
Pick the number that fits the pattern:
    0, 2, 4, 6, [  ], 10
  a)  7
  b)  8
  c) 10
  d) 16
Key: b   Grade: 04   Calibration: -1.81529

      *** RECORD 98 ***
Objective:  MATH/03/06/03
Display:
Pick the number that fits the pattern:
    3, 7, 11, 15, [  ]
  a) 18
  b) 19
  c) 20
  d) 26
Key: b   Grade: 04   Calibration: -2.00671E-1

      *** RECORD 99 ***
Objective:  MATH/03/06/04
Display:
Pick the number that fits the pattern:
    5, 10, 15, [  ], 25
  a) 16
  b) 20
  c) 24
  d) 40
Key: b   Grade: 04   Calibration: -1.90096
```

```
      *** RECORD 100 ***
Objective:  MATH/03/09/01
Display:
Pick the fraction with the same value as 1/2.
  a) 6/12
  b) 3/4
  c) 2/6
  d) 6/10
Key: a   Grade: 04   Calibration:  8.00119E-1

      *** RECORD 101 ***
Objective:  MATH/03/09/02
Display:
Pick the fraction with the same value as 1/5.
  a) 3/15
  b) 2/8
  c) 2/7
  d) 3/10
Key: a   Grade: 04   Calibration:  2.41162E-1

      *** RECORD 102 ***
Objective:  MATH/03/09/03
Display:
What is another name for 1/4?
  a) 1/5
  b) 2/8
  c) 4/4
  d) 4/8
Key: b   Grade: 04   Calibration:  8.47298E-1

      *** RECORD 103 ***
Objective:  MATH/03/09/04
Display:
What is another name for 2/3?
  a) 2/5
  b) 4/5
  c) 4/6
  d) 3/6
Key: c   Grade: 04   Calibration:  2.31363

      *** RECORD 104 ***
Objective:  MATH/04/02/01
Display:
There were 10 boys in the class, but 6 of them went home.
How many were left?
  a) 4 boys
  b) 6 boys
  c) 10 boys
  d) 16 boys
Key: a   Grade: 04   Calibration:  4.00053E-2
```

```
      *** RECORD 105 ***
Objective:  MATH/04/02/02
Display:
Jane gave the grocery clerk $5 and got $2 back.
How much did Jane spend?
  a) $ 2
  b) $ 3
  c) $ 7
  d) $10
Key: b   Grade: 04   Calibration: -8.47298E-1

      *** RECORD 106 ***
Objective:  MATH/04/02/03
Display:
Apple School had 92 balls at the beginning
of the year, but at the end of the year only
43 were left.  How many balls were lost?
  a) 43 balls
  b) 45 balls
  c) 49 balls
  d) 51 balls
Key: c   Grade: 04   Calibration: -3.22773E-1

      *** RECORD 107 ***
Objective:  MATH/04/03/01
Display:
George and Marty were trading baseball cards.  George had
248 cards.  Then he gave Marty 34 cards and got 23 back.  How
many cards did George have then?
  a) 191 cards
  b) 237 cards
  c) 271 cards
  d) 305 cards
Key: b   Grade: 04   Calibration:  2.00671E-1

      *** RECORD 108 ***
Objective:  MATH/04/03/02
Display:
Pat's two fish had eight baby fish, but three
babies died.  How many fish were left,
including the first two?
  a)  3 fish
  b)  7 fish
  c)  8 fish
  d) 13 fish
Key: b   Grade: 04   Calibration: -4.05465E-1

      *** RECORD 109 ***
Objective:  MATH/04/03/04
Display:
Jane was building a birdhouse and needed
23 nails.  She had only 15 nails.  How many
more nails must she find?
  a)  3 nails
  b)  5 nails
  c)  8 nails
  d) 23 nails
Key: c   Grade: 04   Calibration: -1.51635
```

```
      *** RECORD 110 ***
Objective:  MATH/04/04/01
Display:
Mrs. Yang's classroom had 8 tables.  Each table
had 6 chairs.  How many chairs were in the
classroom?
   a)  6 chairs
   b)  8 chairs
   c) 48 chairs
   d) 86 chairs
Key: c   Grade: 04   Calibration: -8.47298E-1

      *** RECORD 111 ***
Objective:  MATH/04/04/02
Display:
There were 10 jars on the shelf.  Each jar
had 49 cherries in it.  How many cherries
were there?
   a)      49 cherries
   b)     490 cherries
   c)  4,900 cherries
   d) 49,490 cherries
Key: b   Grade: 04   Calibration: -6.19039E-1

      *** RECORD 112 ***
Objective:  MATH/04/04/03
Display:
Several classes went to the museum.  There were
4 buses, and each bus held 52 people.  How many
people could ride on the buses?
   a)  13 people
   b)  48 people
   c)  56 people
   d) 208 people
Key: d   Grade: 04   Calibration: -2.81851E-1

      *** RECORD 113 ***
Objective:  MATH/04/04/04
Display:
The bakery had 58 packages of eggs.  Each package
had 36 eggs in it.  How many eggs did the bakery have?
   a)     94 eggs
   b) 1,548 eggs
   c) 2,088 eggs
   d) 8,088 eggs
Key: c   Grade: 04   Calibration:  2.19722

      *** RECORD 114 ***
Objective:  MATH/04/05/01
Display:
There were 36 birds sitting on the branches of a tree.
Each branch had 4 birds sitting on it.  How many branches
were there?
   a)  4 branches
   b)  9 branches
   c) 36 branches
   d) 40 branches
Key: b   Grade: 04   Calibration:  1.60343E-1
```

```
      *** RECORD 115 ***
Objective:  MATH/04/05/02
Display:
The fence was 240 feet long.  There are 3 feet in a yard.
How many yards long was the fence?
  a)   3 yards
  b)   8 yards
  c)  80 yards
  d) 240 yards
Key: c   Grade: 04   Calibration:  0.00000

      *** RECORD 116 ***
Objective:  MATH/04/05/03
Display:
There are 12 pencils in each box and 360 pencils in
each carton.  How many boxes of pencils are there
in a full carton?
  a)  30 boxes
  b)  60 boxes
  c) 120 boxes
  d) 360 boxes
Key: a   Grade: 04   Calibration:  1.26567

      *** RECORD 117 ***
Objective:  MATH/04/05/04
Display:
There are 12 eggs in each carton.  A fried egg sandwich
uses 2 eggs.  How many fried egg sandwiches can be made
from one carton of eggs?
  a)  2 sandwiches
  b)  6 sandwiches
  c) 12 sandwiches
  d) 24 sandwiches
Key: b   Grade: 04   Calibration: -8.00119E-1

      *** RECORD 118 ***
Objective:  MATH/04/06/01
Display:
Kendra bought a pair of socks for $1.50, a skirt
for $9.95, and a shirt for $4.95.  Not counting tax,
how much did she spend?
  a) $  1.64
  b) $ 11.45
  c) $ 16.40
  d) $164.00
Key: c   Grade: 04   Calibration: -1.73460

      *** RECORD 119 ***
Objective:  MATH/04/06/02
Display:
Henry had saved $36.  His mother gave him
$2.16 for mowing the lawn.  How much did
Henry have then?
  a) $33.84
  b) $36.00
  c) $36.21
  d) $38.16
Key: d   Grade: 04   Calibration: -4.05465E-1
```

```
      *** RECORD 120 ***
Objective:  MATH/04/06/03
Display:
In the relay race, Gail ran .4 of a mile,
and Ruth ran .3 of a mile.  How far did
the girls run in all?
  a) .7 of a mile
  b) 1.2 miles
  c) 7 miles
  d) 12 miles
Key: a   Grade: 04   Calibration: -1.09861

      *** RECORD 121 ***
Objective:  MATH/04/06/04
Display:
A record player costs $369.00, and the table
to put it on costs $36.50.  How much is the
total cost for both the record player and the table?
  a) $    40.55
  b) $   372.65
  c) $   405.50
  d) $4,055.00
Key: c   Grade: 04   Calibration:  2.81851E-1

      *** RECORD 122 ***
Objective:  MATH/04/08/01
Display:
John bought three pairs of pants for $3.50 each,
including tax.  How much did he spend?
  a) $ 3.50
  b) $ 7.00
  c) $ 9.50
  d) $10.50
Key: d   Grade: 04   Calibration:  1.09861

      *** RECORD 123 ***
Objective:  MATH/04/08/02
Display:
A board was cut into four equal pieces.
Each piece was 2.3 centimeters long.
How long was the board before it was cut?
  a) 1.7 centimeters
  b) 9.2 centimeters
  c)  92 centimeters
  d) 920 centimeters
Key: b   Grade: 04   Calibration: -8.00427E-2

      *** RECORD 124 ***
Objective:  MATH/04/08/03
Display:
Mary bought five plants for $.79 each,
including sales tax.  How much did she
spend?
  a) $ 3.50
  b) $ 3.95
  c) $39.50
  d) $40.00
Key: b   Grade: 04   Calibration:  2.00671E-1
```

```
      *** RECORD 125 ***
Objective:  MATH/04/08/04
Display:
Bill bought four sodas for $.69 each
including tax.  How much did he spend?
  a) $2.75
  b) $2.76
  c) $2.80
  d) $3.00
Key: b   Grade: 04   Calibration:  6.63294E-1

      *** RECORD 126 ***
Objective:  MATH/04/09/01
Display:
Sam bought a model airplane for $2.98,
and a book for $1.76.  About how much
did he spend?
  a) $  1
  b) $  5
  c) $ 50
  d) $500
Key: b   Grade: 04   Calibration:  5.75364E-1

      *** RECORD 127 ***
Objective:  MATH/04/09/02
Display:
One record costs $4.95.  Another
costs $7.01.  The difference in
their price is about how much?
  a) $ 1
  b) $ 2
  c) $12
  d) $20
Key: b   Grade: 04   Calibration:  4.00053E-2

      *** RECORD 128 ***
Objective:  MATH/04/09/03
Display:
Sylvia is buying four tickets for the show.
The tickets cost $.55 each.  About how much
will all the tickets cost?
  a) $  .20
  b) $ 1.00
  c) $ 2.00
  d) $20.00
Key: c   Grade: 04   Calibration: -7.08185E-1

      *** RECORD 129 ***
Objective:  MATH/04/10/01
Display:
Roy read three library books in January.  His friend
Art read four more books than that.  How would you find
out how many books Art read?
  a) Multiply: 4 x 3
  b) Subtract: 4 - 3
  c) Subtract: 3 - 4
  d) Add: 4 + 3
Key: d   Grade: 04   Calibration: -3.63965E-1
```

*** RECORD 130 ***

Objective: MATH/04/10/02

Display:

The sixth grade class is having a bake sale. There are 3 classes and each class made 75 cupcakes. How would you find out how many cupcakes they made altogether?

a) Add: 3 + 75
b) Multiply: 3 x 75
c) Subtract: 3 - 75
d) Subtract: 75 - 3

Key: b Grade: 04 Calibration: -4.00053E-2

*** RECORD 131 ***

Objective: MATH/04/10/03

Display:

Lydia's mother made her a sweater. She bought 12 balls of yarn and used 7. How would you find out how many balls of yarn were left over?

a) Subtract: 7 - 12
b) Multiply: 12 x 7
c) Subtract: 12 - 7
d) Add: 12 + 7

Key: c Grade: 04 Calibration: -4.47312E-1

*** RECORD 132 ***

Objective: MATH/04/10/04

Display:

On July 4, Ellen swam 8 lengths of the town pool which is 25 metres long. How would you find out how far she swam?

meters

a) Multiply: 8 x 25
b) Add: 8 + 25
c) Subtract: 8 - 4
d) Subtract: 25 - 8

Key: a Grade: 04 Calibration: 5.75364E-1

*** RECORD 133 ***

Objective: MATH/05/01/01

Display:

N = 6
N + 7 = ?

a) 7
b) 13
c) 14
d) 67

Key: b Grade: 04 Calibration: -4.05465E-1

*** RECORD 134 ***

Objective: MATH/05/01/02

Display:

If D = 11, what is D - 5?

a) 5
b) 6
c) 7
d) 15

Key: b Grade: 04 Calibration: -1.60343E-1

```
      *** RECORD 135 ***
Objective:   MATH/05/01/03
Display:
   A = 8
   B = 6
   A + B = ?
  a)  2
  b)  8
  c) 13
  d) 14
Key: d    Grade: 04    Calibration: -6.63294E-1

      *** RECORD 136 ***
Objective:   MATH/05/01/04
Display:
   R = 17
   S = 9
   R - S = ?
  a)  7
  b)  8
  c)  9
  d) 26
Key: b    Grade: 04    Calibration:  3.22773E-1

      *** RECORD 137 ***
Objective:   MATH/05/02/01
Display:
   N + 5 = 8
   N = ?
  a)  3
  b)  4
  c)  8
  d) 13
Key: a    Grade: 04    Calibration: -5.32217E-1

      *** RECORD 138 ***
Objective:   MATH/05/02/02
Display:
   X - 6 = 3
   X = ?
  a)  3
  b)  4
  c)  8
  d) 13
Key: d    Grade: 04    Calibration:  4.89548E-1

      *** RECORD 139 ***
Objective:   MATH/05/02/03
Display:
   X - 12 = 26
   X = ?
  a) 12
  b) 14
  c) 26
  d) 38
Key: d    Grade: 04    Calibration:  4.05465E-1
```

9

```
      *** RECORD 140 ***
Objective:  MATH/05/02/04
Display:
   X + 9 = 17
   X = ?
  a)  7
  b)  8
  c) 17
  d) 26
Key: b   Grade: 04   Calibration: -4.89548E-1

      *** RECORD 141 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key: b   Grade: 04   Calibration:  2.19722

      *** RECORD 142 ***
Objective:  MATH/07/01/01
Display:
What is the best measuring unit to use
to find the distance between two towns?
  a) Inches
  b) Feet
  c) Square yards
  d) Miles
Key: d   Grade: 04   Calibration: -1.04597

      *** RECORD 143 ***
Objective:  MATH/07/01/02
Display:
Which of these measuring units
is the smallest?
  a) Millimetres
  b) Centimetres
  c) Decimetres
  d) Metres
Key: a   Grade: 04   Calibration:  1.26567

      *** RECORD 144 ***
Objective:  MATH/07/01/03
Display:
A pint of milk would probably fill
which of these to the top?
  a) One half-gallon glass jug
  b) Two eight-ounce cups
  c) One two-litre cola bottle
  d) One kitchen sink
Key: b   Grade: 04   Calibration:  2.41162E-1
```

meters

*** RECORD 145 ***
Objective: MATH/07/01/04
Display:
About how thick is a pencil lead?
a) One millimetre
b) One centimetre
c) One decimetre
d) One metre
Key: a Grade: 04 Calibration: 9.94622E-1

meters

*** RECORD 146 ***
Objective: MATH/07/02/01
Display:
Suzie has 372 inches of kite string. How many feet of string does she have?
a) 31 feet
b) 134 feet
c) 1,116 feet
d) 4,464 feet
Key: a Grade: 04 Calibration: 1.04597

*** RECORD 147 ***
Objective: MATH/07/02/02
Display:
The baseball game lasted 2 3/4 hours.
How many minutes is that?
a) 33 minutes
b) 64 minutes
c) 165 minutes
d) 275 minutes
Key: c Grade: 04 Calibration: 4.47312E-1

*** RECORD 148 ***
Objective: MATH/07/02/03
Display:
A metre is about as long as:

meter

a) one inch.
b) one foot.
c) one yard.
d) one mile.
Key: C Grade: 04 Calibration: 1.60343E-1

*** RECORD 149 ***
Objective: MATH/07/06/01
Display:
How many minutes are in 3 1/4 hours?
a) 18 minutes
b) 75 minutes
c) 195 minutes
d) 315 minutes
Key: c Grade: 04 Calibration: 3.63965E-1

```
      *** RECORD 150 ***
Objective:  MATH/07/06/02
Display:
  7 hours 50 minutes
 +3 hours 35 minutes
---------------------
  a) 10 hours 50 minutes
  b) 10 hours 75 minutes
  c) 11 hours 15 minutes
  d) 11 hours 25 minutes
Key: d   Grade: 04   Calibration:  1.26567

      *** RECORD 151 ***
Objective:  MATH/07/06/03
Display:
  5 hours 10 minutes
 +3 hours 50 minutes
---------------------
  a) 1 hour 20 minutes
  b) 7 hours 60 minutes
  c) 8 hours 50 minutes
  d) 9 hours
Key: d   Grade: 04   Calibration:  8.00427E-2

      *** RECORD 152 ***
Objective:  MATH/07/06/04
Display:
Jerry started working on the yard at 1 p.m.
He finished trimming and cleaning up at 3:20 p.m.
How long did he work on the yard?
  a) 1 hour 20 minutes
  b) 2 hours 20 minutes
  c) 2 hours 30 minutes
  d) 4 hours 20 minutes
Key: b   Grade: 04   Calibration: -4.47312E-1
```

APPENDIX G

SECONDARY MATH ITEMS

```
      *** RECORD 0 ***
Objective:  MATH/01/01/01
Display:
To find the [sum] of two numbers you must:
  a) add.
  b) subtract.
  c) divide.
  d) multiply.
Key: a   Grade: 09   Calibration: -1.90096

      *** RECORD 1 ***
Objective:  MATH/01/01/02
Display:
To find the [total] of two numbers you must:
  a) add.
  b) subtract.
  c) divide.
  d) multiply.
Key: a   Grade: 09   Calibration: -3.17805

      *** RECORD 2 ***
Objective:  MATH/01/01/03
Display:
To find the [difference] between two numbers you must:
  a) Add
  b) Subtract
  c) Divide
  d) Multiply
Key: b   Grade: 09   Calibration: -1.09861

      *** RECORD 3 ***
Objective:  MATH/01/01/04
Display:
To find 5 [less than] a given number you must:
  a) add.
  b) subtract.
  c) divide.
  d) multiply.
Key: b   Grade: 09   Calibration: -2.94444

      *** RECORD 4 ***
Objective:  MATH/01/02/01
Display:
To find the [quotient] of two numbers you must:
  a) add.
  b) subtract.
  c) divide.
  d) multiply.
Key: c   Grade: 09   Calibration: -3.63965E-1
```

```
      *** RECORD 5 ***
Objective:  MATH/01/02/02
Display:
To find the [ratio] of two numbers you must:
  a) Add
  b) Subtract
  c) Divide
  d) Multiply
Key: c   Grade: 09   Calibration: -8.00427E-2

      *** RECORD 6 ***
Objective:  MATH/01/02/03
Display:
To find the [product] of two numbers you must:
  a) Add
  b) Subtract
  c) Divide
  d) Multiply
Key: d   Grade: 09   Calibration: -4.00053E-2

      *** RECORD 7 ***
Objective:  MATH/01/02/04
Display:
To find 6 [times] another number you must:
  a) Add
  b) Subtract
  c) Divide
  d) Multiply
Key: d   Grade: 09   Calibration: -2.31363

      *** RECORD 8 ***
Objective:  MATH/01/03/01
Display:
   6
  +9
 ----
  a) 69
  b) 14
  c) 15
  d) 3
Key: c   Grade: 09   Calibration: -2.75154

      *** RECORD 9 ***
Objective:  MATH/01/03/02
Display:
   8 + 4 =
  a) 21
  b) 84
  c) 13
  d) 12
Key: d   Grade: 09   Calibration: -4.59512
```

```
      *** RECORD 10 ***
Objective:  MATH/01/03/03
Display:
   7
  +8
  ----
  a) 15
  b) 16
  c) 51
  d) 56
Key: a   Grade: 09   Calibration: -4.59512

      *** RECORD 11 ***
Objective:  MATH/01/03/04
Display:
   3 + 9 =
  a) 12
  b) 11
  c) 39
  d) 6
Key: a   Grade: 09   Calibration: -3.47610

      *** RECORD 12 ***
Objective:  MATH/01/03/05
Display:
   9 + 9 =
  a) 16
  b) 18
  c) 14
  d) 81
Key: b   Grade: 09   Calibration: -3.89182

      *** RECORD 13 ***
Objective:  MATH/01/04/01
Display:
   13
   -5
  ----
  a) 9
  b) 18
  c) 8
  d) 7
Key: c   Grade: 09   Calibration: -2.94444

      *** RECORD 14 ***
Objective:  MATH/01/04/02
Display:
   12 - 7 =
  a) 6
  b) 5
  c) 19
  d) 127
Key: b   Grade: 09   Calibration: -4.59512
```

```
      *** RECORD 15 ***
Objective:   MATH/01/04/03
Display:
   18 - 9 =
  a) 189
  b) 9
  c) 8
  d) 2
Key: b    Grade: 09   Calibration: -3.17805

      *** RECORD 16 ***
Objective:   MATH/01/05/01
Display:
   9 x 9 =
  a) 18
  b) 0
  c) 82
  d) 81
Key: d    Grade: 09   Calibration: -2.75154

      *** RECORD 17 ***
Objective:   MATH/01/05/02
Display:
   8
  x3
 ----
  a) 24
  b) 42
  c) 23
  d) 11
Key: a    Grade: 09   Calibration: -4.59512

      *** RECORD 18 ***
Objective:   MATH/01/05/03
Display:
   6 x 9 =
  a) 45
  b) 15
  c) 54
  d) 3
Key: c    Grade: 09   Calibration: -2.94444

      *** RECORD 19 ***
Objective:   MATH/01/05/04
Display:
   7 x 8 =
  a) 15
  b) 56
  c) 55
  d) 65
Key: b    Grade: 09   Calibration: -2.31363
```

```
      *** RECORD 20 ***
Objective:  MATH/01/05/05
Display:
   1 x 8 =
  a) 18
  b) 9
  c) 1
  d) 8
Key: d   Grade: 09   Calibration: -3.47610

      *** RECORD 21 ***
Objective:  MATH/01/05/06
Display:
   7
  x9
 ----
  a) 63
  b) 16
  c) 2
  d) 36
Key: a   Grade: 09   Calibration: -3.17805

      *** RECORD 22 ***
Objective:  MATH/01/06/01
Display:
   72/8
  a) 9
  b) 8
  c) 9 R 1
  d) 5
Key: a   Grade: 09   Calibration: -3.17805

      *** RECORD 23 ***
Objective:  MATH/01/06/02
Display:
   54/9
  a) 7
  b) 6
  c) 45
  d) 5
Key: b   Grade: 09   Calibration: -2.19722

      *** RECORD 24 ***
Objective:  MATH/01/06/03
Display:
   43/5
  a) 8 r 5
  b) 9 r 2
  c) 3 r 8
  d) 8 r 3
Key: d   Grade: 09   Calibration: -2.75154
```

```
      *** RECORD 25 ***
Objective:  MATH/01/06/04
Display:
   49/7
  a) 7
  b) 8
  c) 9
  d) 42
Key: a   Grade: 09   Calibration: -2.75154

      *** RECORD 26 ***
Objective:  MATH/01/07/01
Display:
What does the symbol "X" mean?
  a) Addition
  b) Subtraction
  c) Multiplication
  d) Division
Key: c   Grade: 09   Calibration: -2.31363

      *** RECORD 27 ***
Objective:  MATH/01/07/02
Display:
What does the symbol "-" mean?
  a) Addition
  b) Subtraction
  c) Multiplication
  d) Division
Key: b   Grade: 09   Calibration: -2.75154

      *** RECORD 28 ***
Objective:  MATH/01/07/03
Display:
What does the symbol "+" mean?
  a) Addition
  b) Subtraction
  c) Multiplication
  d) Division
Key: a   Grade: 09   Calibration: -4.59512

      *** RECORD 29 ***
Objective:  MATH/01/08/01
Display:
What does the symbol "<" mean?
  a) Equals
  b) Less than
  c) Greater than
  d) Not equal to
Key: b   Grade: 09   Calibration: -6.63294E-1
```

```
      *** RECORD 30 ***
Objective:  MATH/01/08/02
Display:
What does the symbol ">" mean?
   a) Equals
   b) Less than
   c) Greater than
   d) Not equal to
Key: c   Grade: 09   Calibration: -1.15268

      *** RECORD 31 ***
Objective:  MATH/01/08/03
Display:
What does the symbol "=" mean?
   a) Equals
   b) Less than
   c) Greater than
   d) Not equal to
Key: a   Grade: 09   Calibration: -3.47610

      *** RECORD 32 ***
Objective:  MATH/02/01/01
Display:
    242
    +55
   -----
   a) 289
   b) 212
   c) 287
   d) 298
Key: d   Grade: 09   Calibration: -2.19722
```

297

```
      *** RECORD 33 ***
Objective:  MATH/02/01/02
Display:
    65
   +32
  -----
   a) 33
   b) 97
   c) 88
   d) 98
Key: b   Grade: 09   Calibration: -4.59512

      *** RECORD 34 ***
Objective:  MATH/02/01/03
Display:
What is the sum of 76 and 201?
   a) 961
   b) 286
   c) 207
   d) None of the above
Key: d   Grade: 09   Calibration: -1.73460
```

```
      *** RECORD 35 ***
Objective:  MATH/02/02/01
Display:
What is the sum of 5 + 8 + 6?
  a) 17
  b) 18
  c) 19
  d) 20
Key: c   Grade: 09   Calibration: -3.17805

      *** RECORD 36 ***
Objective:  MATH/02/03/01
Display:
   763
  -431
 ------
  a) 332
  b) 1194
  c) 232
  d) 1294
Key: a   Grade: 09   Calibration: -2.75154

      *** RECORD 37 ***
Objective:  MATH/02/03/02
Display:
   8096
  -5074
 -------
  a) 2022
  b) 12170
  c) 3022
  d) 12170
Key: c   Grade: 09   Calibration: -3.17805

      *** RECORD 38 ***
Objective:  MATH/02/03/03
Display:
What is the difference between 9874 and 4552?
  a) 5232
  b) 5322
  c) 5778
  d) None of the above
Key: b   Grade: 09   Calibration: -3.47610

      *** RECORD 39 ***
Objective:  MATH/02/03/04
Display:
   8972 - 762 =
  a) 1342
  b) 8210
  c) 1352
  d) 7790
Key: b   Grade: 09   Calibration: -3.47610
```

```
        *** RECORD 40 ***
Objective:   MATH/02/04/01
Display:
What is the difference between 4736 and 958?
   a) 4222
   b) 3778
   c) 3779
   d) None of the above
Key: b    Grade: 09    Calibration: -1.73460

        *** RECORD 41 ***
Objective:   MATH/02/04/02
Display:
    43209 - 3615 =
   a) 9059
   b) 41594
   c) 41584
   d) 48824
Key: b    Grade: 09    Calibration: -2.75154

        *** RECORD 42 ***
Objective:   MATH/02/04/03
Display:
    8004
    -709
   ------
   a) 7295
   b) 7305
   c) 8705
   d) 8713
Key: a    Grade: 09    Calibration: -2.44235

        *** RECORD 43 ***
Objective:   MATH/02/04/04
Display:
    872
   -658
  ------
   a) 224
   b) 215
   c) 226
   d) 214
Key: d    Grade: 09    Calibration: -2.58669

        *** RECORD 44 ***
Objective:   MATH/02/04/05
Display:
    501 - 453 =
   a) 152
   b) 48
   c) 954
   d) 158
Key: b    Grade: 09    Calibration: -2.94444
```

```
      *** RECORD 45 ***
Objective:  MATH/02/05/01
Display:
   324 x 20 =
  a) 348
  b) 344
  c) 6480
  d) 6804
Key: c   Grade: 09   Calibration: -3.17805

      *** RECORD 46 ***
Objective:  MATH/02/05/02
Display:
   203
   x 3
  -----
  a) 639
  b) 509
  c) 609
  d) 536
Key: c   Grade: 09   Calibration: -3.17805

      *** RECORD 47 ***
Objective:  MATH/02/05/03
Display:
   112 x 32 =
  a) 144
  b) 3584
  c) 560
  d) None of the above
Key: b   Grade: 09   Calibration: -2.19722

      *** RECORD 48 ***
Objective:  MATH/02/06/01
Display:
   576
   x98
  -----
  a) 56428
  b) 56358
  c) 56348
  d) None of the above
Key: d   Grade: 09   Calibration: -1.15268

      *** RECORD 49 ***
Objective:  MATH/02/06/02
Display:
What is the product of 380 and 4006?
  a) 1,522,280
  b) 1,564,080
  c)   152,228
  d) None of the above
Key: a   Grade: 09   Calibration:  2.81851E-1
```

```
      *** RECORD 50 ***
Objective:  MATH/02/06/03
Display:
756 x 289 =
  a) 218,486
  b) 216,484
  c) 218,484
  d) None of the above
Key: c   Grade: 09   Calibration: -1.60343E-1

      *** RECORD 51 ***
Objective:  MATH/02/07/01
Display:
DIVISION
  a)
  b)
  c)
  d)
Key: c   Grade: 09   Calibration: -1.20831

      *** RECORD 52 ***
Objective:  MATH/02/07/02
Display:
What is 36935 divided by 89?
  a) 415
  b) 415 r 10
  c) 3115
  d) None of the above
Key: a   Grade: 09   Calibration: -7.53772E-1

      *** RECORD 53 ***
Objective:  MATH/02/07/03
Display:
DIVISION
  a)
  b)
  c)
  d)
Key: b   Grade: 09   Calibration: -3.63965E-1

      *** RECORD 54 ***
Objective:  MATH/02/08/
Display:
NO ITEMS
  a)
  b)
  c)
  d)
Key: a   Grade: 09   Calibration:  4.59512
```

```
      *** RECORD 55 ***
Objective:  MATH/02/09/01
Display:
What is the sum of 3 3/8, 5 1/8, and 2 7/8?
  a) 11 3/8
  b) 10 11/24
  c) 10 11/8
  d) None of the above
Key: a   Grade: 09   Calibration:  1.20144E-1

      *** RECORD 56 ***
Objective:  MATH/02/09/02
Display:
   3/5 + 1/5 + 4/5 =
  a) 8/5
  b) 8/15
  c) 12/5
  d) 7/5
Key: a   Grade: 09   Calibration: -1.45001

      *** RECORD 57 ***
Objective:  MATH/02/09/03
Display:
   2/16
  +5/16
 ------
  a) 7/32
  b) 8/16
  c) 10/16
  d) 7/16
Key: d   Grade: 09   Calibration: -1.73460

      *** RECORD 58 ***
Objective:  MATH/02/10/01
Display:
What is the sum of 2/5; 3/8; and 1/4?
  a) 6/17
  b) 1 1/40
  c) 31/40
  d) None of the above
Key: b   Grade: 09   Calibration: -3.22773E-1

      *** RECORD 59 ***
Objective:  MATH/02/10/02
Display:
   2 1/4
   1 3/8
 [+5]
  a) 8 5/8
  b) 8 11/16
  c) 8 4/12
  d) None of the above
Key: a   Grade: 09   Calibration: -5.75364E-1
```

```
      *** RECORD 60 ***
Objective:  MATH/02/10/03
Display:
   5 1/4
   4 3/8
 [+8 11/16]
  a) 17 22/16
  b) 18 5/16
  c) 17 15/28
  d) None of the above
Key: b   Grade: 09   Calibration: -1.20144E-1

      *** RECORD 61 ***
Objective:  MATH/02/10/04
Display:
  3/5
  [+1/10]
  a) 4/15
  b) 7/10
  c) 2/5
  d) 3/2
Key: b   Grade: 09   Calibration: -5.75364E-1

      *** RECORD 62 ***
Objective:  MATH/02/10/05
Display:
   4/5 + 7/8 =
  a) 7/10
  b) 11/13
  c) 1 27/40
  d) 11/40
Key: c   Grade: 09   Calibration: -5.32217E-1

      *** RECORD 63 ***
Objective:  MATH/02/10/06
Display:
   3 3/5 + 8 3/10 + 1/2 =
  a) 11 7/17
  b) 12 4/10
  c) 12 2/5
  d) 11 14/10
Key: c   Grade: 09   Calibration: -1.60343E-1

      *** RECORD 64 ***
Objective:  MATH/02/10/07
Display:
Find the sum of 5 3/4 and 2 7/10
  a) 7 10/14
  b) 8 9/20
  c) 7 5/7
  d) None of the above
Key: b   Grade: 09   Calibration: -1.20144E-1
```

```
      *** RECORD 65 ***
Objective:  MATH/02/11/01
Display:
   3.02 + 0.76 + 32.1 =
  a) 6.99
  b) 69.9
  c) 35.88
  d) None of the above
Key: c   Grade: 09   Calibration: -1.58563

      *** RECORD 66 ***
Objective:  MATH/02/11/02
Display:
   8.92
  +5.64
 -------
  a) 13.56
  b) .1456
  c) 1456
  d) 14.56
Key: d   Grade: 09   Calibration: -1.20831

      *** RECORD 67 ***
Objective:  MATH/02/11/03
Display:
What is the sum of 0.77; 4.21; and 11?
  a) 15.98
  b) 1.301
  c) 5.09
  d) None of the above
Key: a   Grade: 09   Calibration: -7.53772E-1

      *** RECORD 68 ***
Objective:  MATH/02/11/04
Display:
   28.42 + 165.89 + 0.26 + 874.80 =
  a) 1068.37
  b) 1350.89
  c) 1069.37
  d) None of the above
Key: c   Grade: 09   Calibration: -7.53772E-1

      *** RECORD 69 ***
Objective:  MATH/02/12/01
Display:
   6
  -2 5/8
 --------
  a) 3 5/8
  b) 4 5/8
  c) 4 3/8
  d) None of the above
Key: d   Grade: 09   Calibration: -1.20144E-1
```

```
      *** RECORD 70 ***
Objective:  MATH/02/12/02
Display:
What is the difference of 1 7/8 and 3/4?
  a) 4/8
  b) 4/4
  c) 1 8/1
  d) 1 1/8
Key: d   Grade: 09   Calibration: -8.47298E-1

      *** RECORD 71 ***
Objective:  MATH/02/12/03
Display:
   7 3/16
  -5 5/8
 ----------
  a) 1 9/16
  b) 1 1/2
  c) 1 8/16
  d) None of the above
Key: a   Grade: 09   Calibration:  3.22773E-1

      *** RECORD 72 ***
Objective:  MATH/02/13/01
Display:
From 877.016 subtract 37.26.
  a) 504.416
  b) 839.756
  c) 914.276
  d) None of the above.
Key: b   Grade: 09   Calibration: -6.19039E-1

      *** RECORD 73 ***
Objective:  MATH/02/13/02
Display:
   87.1 - 9.3 =
  a) 87.8
  b) 77.8
  c) 96.4
  d) None of the above
Key: b   Grade: 09   Calibration: -2.09074

      *** RECORD 74 ***
Objective:  MATH/02/13/03
Display:
What is the difference between 61.2 and 3.876?
  a) 65.076
  b) 57.476
  c) 57.324
  d) None of the above
Key: c   Grade: 09   Calibration: -4.05465E-1
```

```
      *** RECORD 75 ***
Objective:  MATH/02/13/04
Display:
   6.98
  -2.29
 --------
  a) 9.27
  b) 4.79
  c) 4.69
  d) None of the above
Key: c   Grade: 09   Calibration: -1.81529

      *** RECORD 76 ***
Objective:  MATH/02/14/01
Display:
   8/9 x 16 =
  a) 2/9
  b) 16 8/9
  c) 1/18
  d) 14 2/9
Key: d   Grade: 09   Calibration: -1.60343E-1

      *** RECORD 77 ***
Objective:  MATH/02/14/02
Display:
What is the product of 3 1/5 x 5/12 x 5/6?
  a) 20/18
  b) 40
  c) 10/9
  d) None of the above
Key: c   Grade: 09   Calibration:  1.81529

      *** RECORD 78 ***
Objective:  MATH/02/14/03
Display:
What is the product of 2/3 and 3/4 reduced to its
lowest common denominator?
  a) 12/9
  b) 4/3
  c) 6/12
  d) 1/2
Key: d   Grade: 09   Calibration: -4.89548E-1

      *** RECORD 79 ***
Objective:  MATH/02/14/04
Display:
   7/8 x 5/6 =
  a) 21/20
  b) 35/48
  c) 35/14
  d) 12/48
Key: b   Grade: 09   Calibration: -1.90096
```

*** RECORD 80 ***
Objective: MATH/02/14/05
Display:
3 1/4
x 4
---
a) 16/4
b) 15 1/4
13 c) 16 1/4
d) 8 1/4
Key: c Grade: 09 Calibration: 1.20144E-1

*** RECORD 81 ***
Objective: MATH/02/15/01
Display:
86.42 x 43.5 =
a) 375.927
b) 129.92
c) 3759.27
d) None of the above
Key: c Grade: 09 Calibration: 4.05465E-1

*** RECORD 82 ***
Objective: MATH/02/15/02
Display:
0.8 x 2.6 =
a) 20.8
b) 2.08
c) 3.4
d) 208
Key: b Grade: 09 Calibration: -2.41162E-1

*** RECORD 83 ***
Objective: MATH/02/15/03
Display:
0.12
x0.35
---
a) 0.042
b) 420
c) 0.47
d) 4200
Key: a Grade: 09 Calibration: -8.00427E-2

*** RECORD 84 ***
Objective: MATH/02/15/04
Display:
2.63
x 6
---
a) 15.78
b) 129.92
c) 3759.27
d) None of the above
Key: a Grade: 09 Calibration: -2.31363

```
      *** RECORD 85 ***
Objective:  MATH/02/15/05
Display:
What is the product of 18.60 x 2.3?
  a) 20.9
  b) 427.80
  c) 4278
  d) 42.78
Key: d   Grade: 09   Calibration: -1.60343E-1

      *** RECORD 86 ***
Objective:  MATH/02/15/06
Display:
Fine the product of 0.007 and 0.06:
  a) 0.067
  b) 42
  c) 0.00042
  d) 42000
Key: c   Grade: 09   Calibration: -3.22773E-1

      *** RECORD 87 ***
Objective:  MATH/02/16/01
Display:
Divide 2 4/5 by 8 1/3
  a) 70/3
  b) 125/42
  c) 42/125
  d) None of the above
Key: c   Grade: 09   Calibration:  1.20144E-1

      *** RECORD 88 ***
Objective:  MATH/02/16/02
Display:
Find the quotient of 15 and 3/5
  a) 9
  b) 1/25
  c) 25
  d) None of the above
Key: c   Grade: 09   Calibration:  1.09861

      *** RECORD 89 ***
Objective:  MATH/02/17/01
Display:
DIVISION
  a)
  b)
  c)
  d)
Key: c   Grade: 09   Calibration:  6.19039E-1
```

12/3
a

```
        *** RECORD 90 ***
Objective:  MATH/02/17/02
Display:
Divide 3.008 by .08
  a) 3176
  b) 10376
  c) 0.376
  d) None of the above
Key: d   Grade: 09   Calibration: -8.95384E-1

        *** RECORD 91 ***
Objective:  MATH/02/17/03
Display:
Divide 9 by .30
  a) .03
  b) 30
  c) .30
  d) None of the above
Key: b   Grade: 09   Calibration:  1.38629

        *** RECORD 92 ***
Objective:  MATH/02/17/04
Display:
Find the quotient of 113.1 divided by 47.1
  a) 2.40
  b) 24.0
  c) .240
  d) 240
Key: a   Grade: 09   Calibration: -2.00671E-1

        *** RECORD 93 ***
Objective:  MATH/02/18/01
Display:
What is the decimal equivalent of 2/3?
  a) 0.66...
  b) 0.66
  c) 0.67
  d) None of the above
Key: a   Grade: 09   Calibration:  4.47312E-1

        *** RECORD 94 ***
Objective:  MATH/02/18/02
Display:
What is the decimal equivalent of 1/4?
  a) 0.50
  b) 0.25
  c) 0.4
  d) None of the above
Key: b   Grade: 09   Calibration: -1.60343E-1
```

$.\overline{6}$

*** RECORD 95 ***

Objective: MATH/02/18/03

Display:

What is the decimal equivalent of 4/7?

approximate: .571
exact: $.\overline{571428}$

- a) 0.75
- b) 0.571
- c) 0.28
- d) 0.574

Key: b Grade: 09 Calibration: 5.32217E-1

*** RECORD 96 ***

Objective: MATH/02/19/01

Display:

What common fraction is equivalent to 0.16?

- a) 16/100
- b) 1/6
- c) 1 2/3
- d) None of the above

Key: b Grade: 09 Calibration: 2.58669

*** RECORD 97 ***

Objective: MATH/02/19/02

Display:

Which of the following common fractions equals 0.44...? $.\overline{4}$

- a) 4/9
- b) 1/9
- c) 4/10
- d) 1/10

Key: a Grade: 09 Calibration: 1.90096

*** RECORD 98 ***

Objective: MATH/02/19/03

Display:

What common fraction is equivalent to 0.75?

- a) 1/4
- b) 7/5
- c) 3/4
- d) None of the above

Key: c Grade: 09 Calibration: -7.08185E-1

*** RECORD 99 ***

Objective: MATH/02/20/01

Display:

What is the correct form of 5/8 expressed as a percent?

62.5%

- a) 66.2%
- b) 0.625%
- c) 58%
- d) 5/8%

Key: a Grade: 09 Calibration: 1.58563

```
        *** RECORD 100 ***
Objective:  MATH/02/20/02
Display:
What is the correct form of 1 2/5 expressed as a percent?
  a) 140%
  b) 1 2/5%
  c) 1.40%
  d) None of the above
Key: a   Grade: 09   Calibration:  1.58563

        *** RECORD 101 ***
Objective:  MATH/02/20/03
Display:
What is the correct form of 0.33 expressed as a percent?
  a) 1/3% .
  b) 33/100%
  c) 33%
  d) None of the above
Key: c   Grade: 09   Calibration: -6.63294E-1

        *** RECORD 102 ***
Objective:  MATH/02/20/04
Display:
What is the correct form of 1.66 as a percent?
  a) 1.66%
  b) 166%
  c) 1 2/3%
  d) None of the above
Key: b   Grade: 09   Calibration: -8.00427E-2

        *** RECORD 103 ***
Objective:  MATH/02/21/01
Display:
What common fraction is equivalent to 3/8 percent?
  a) 375/100
  b) 3/8
  c) 3/800
  d) None of the above
Key: a   Grade: 09   Calibration:  1.65823

        *** RECORD 104 ***
Objective:  MATH/02/21/02
Display:
What decimal fraction is equivalent to 180 percent?
  a) 1.8
  b) .180
  c) 18
  d) None of the above
Key: a   Grade: 09   Calibration:  1.20144E-1
```

c

3/800

```
      *** RECORD 105 ***
Objective:  MATH/02/21/03
Display:
What decimal fraction is equivalent to 2 2/3 percent?
  a) 9.9266
  b) .266
  c) 2.66
  d) None of the above
Key: d   Grade: 09   Calibration:  4.89548E-1

      *** RECORD 106 ***
Objective:  MATH/02/21/04
Display:
What decimal fraction is equivalent to 1 2/5 percent?
  a) 0.014
  b) 1.4
  c) 0.14
  d) None of the above
Key: a   Grade: 09   Calibration:  3.47610

      *** RECORD 107 ***
Objective:  MATH/03/01/01
Display:
What is the correct way to write the number three thousand
six hundred ninety-nine?
  a) 3969
  b) 3699
  c) 300060099
  d) 3609
Key: b   Grade: 09   Calibration: -3.47610

      *** RECORD 108 ***
Objective:  MATH/03/01/02
Display:
What is the correct way to write the number five hundred
eight thousand, nine hundred ninety-nine?
  a) 5008009000099
  b) 58999
  c) 508999
  d) 508000999
Key: c   Grade: 09   Calibration: -6.63294E-1

      *** RECORD 109 ***
Objective:  MATH/03/01/03
Display:
What is the correct way to write the number four hundred
thousand two?
  a) 400,002
  b) 402
  c) 402,000
  d) 400,200
Key: a   Grade: 09   Calibration: -1.51635
```

*** RECORD 110 ***

Objective: MATH/03/02/01
Display:
What position does the 0 hold in 28,031?
a) Thousands
b) Ones
c) Hundreds
d) Zeros
Key: c Grade: 09 Calibration: -1.58563

*** RECORD 111 ***

Objective: MATH/03/02/02
Display:
What does the 4 represent in the number 364,208?
a) 4 units
b) 40,000 units
c) 400 units
d) 4,000 units
Key: d Grade: 09 Calibration: -1.73460

*** RECORD 112 ***

Objective: MATH/03/02/03
Display:
What does the 6 represent in the number 762,508?
a) 60,000 units
b) 600 units
c) 600,000 units
d) 6,000 units
Key: a Grade: 09 Calibration: -6.63294E-1

*** RECORD 113 ***

Objective: MATH/03/03/01
Display:
What are all of the factors of 36?
a) 36, 18, 9, 4, 3, 2, 1, 0
b) 36, 18, 12, 9, 6, 4, 3, 2, 1,
c) 18, 2
d) 18, 9, 4, 3, 2
Key: b Grade: 09 Calibration: -8.95384E-1

*** RECORD 114 ***

Objective: MATH/03/03/02
Display:
What is 1 a factor of?
a) No numbers
b) Only even numbers
c) Only odd numbers
d) All numbers
Key: d Grade: 09 Calibration: -7.08185E-1

? integers

```
      *** RECORD 115 ***
Objective:  MATH/03/03/03
Display:
Whar are all of the factors of 12?
  a) 3, 4
  b) 2, 4, 6, 8, 10, 12
  c) 1, 2, 3, 4, 6, 12
  d) 2, 3, 4, 6
Key: c   Grade: 09   Calibration: -9.44462E-1

      *** RECORD 116 ***
Objective:  MATH/03/03/04
Display:
What are all of the factors of 17?
  a) 1, 17
  b) 0
  c) 1
  d) 17
Key: a   Grade: 09   Calibration: -1.73460

      *** RECORD 117 ***
Objective:  MATH/03/04/01
Display:
The numbers 22, 33, and 44, are [all] multiples of which number?
  a) 0
  b) 11
  c) 2
  d) 10
Key: b   Grade: 09   Calibration: -2.09074

      *** RECORD 118 ***
Objective:  MATH/03/04/02
Display:
   6, 9, 12, and 15 are [all] multiples of:
  a) 3
  b) 6
  c) 2
  d) 4
Key: a   Grade: 09   Calibration: -2.75154

      *** RECORD 119 ***
Objective:  MATH/03/04/03
Display:
What are the next 4 multiples of 7  [after] 28?
  a) 35, 42, 49, 56
  b) 35, 40, 45, 50
  c) 21, 23, 25, 27
  d) 29, 30, 31, 32
Key: a   Grade: 09   Calibration: -1.99243
```

```
      *** RECORD 120 ***
Objective:  MATH/03/04/04
Display:
What are the next 4 multiples of 5 after 25?
  a) 25, 30, 35, 40
  b) 26, 27, 28, 29
  c) 5, 10, 15, 20
  d) 30, 35, 40, 45
Key: d   Grade: 09   Calibration: -1.09861

      *** RECORD 121 ***
Objective:  MATH/03/05/01
Display:
Which fraction falls between the two given fractions?
7/8, 5/8
  a) 1/8
  b) 8/7
  c) 8/5
  d) 3/4
Key: d   Grade: 09   Calibration: -7.53772E-1

      *** RECORD 122 ***
Objective:  MATH/03/05/02
Display:
Which fraction falls between the two given fractions?
5/10, 9/10
  a) 4/10
  b) 7/10
  c) 10/5
  d) 1/10
Key: b   Grade: 09   Calibration: -2.44235

      *** RECORD 123 ***
Objective:  MATH/03/05/03
Display:
Which set of fractions is correctly listed in descending order?
  a) 1/2, 2/3, 3/4, 5/6
  b) 3/4, 2/3, 1/2, 5/6
  c) 1/2, 3/4, 2/3, 1/2
  d) 5/6, 3/4, 2/3, 1/2
Key: d   Grade: 09   Calibration:  1.38629

      *** RECORD 124 ***
Objective:  MATH/03/05/04
Display:
Which set of fractions is correctly listed in ascending order?
  a) 1/5, 1/2, 1/3, 1/4
  b) 1/2, 1/3, 1/4, 1/5
  c) 1/5, 1/4, 1/3, 1/2
  d) 1/2, 1/4, 1/3, 1/5
Key: c   Grade: 09   Calibration:  0.00000
```

```
      *** RECORD 125 ***
Objective:  MATH/03/06/01
Display:
Which is the next number in the sequence?
   1, 4, 16, [  ]
  a) 24
  b) 17
  c) 29
  d) 25
Key: d   Grade: 09   Calibration: -3.22773E-1

      *** RECORD 126 ***
Objective:  MATH/03/06/02
Display:
Which is the next number in the sequence?
   1, 2, 4, 7, 11, 16, [  ]
  a) 18
  b) 22
  c) 27
  d) 32
Key: b   Grade: 09   Calibration: -1.26567

      *** RECORD 127 ***
Objective:  MATH/03/06/03
Display:
Which is the next number in the sequence?
   1, 2, 4, 8, 16, [  ]
  a) 32
  b) 24
  c) 17
  d) 28
Key: a   Grade: 09   Calibration: -1.65823

      *** RECORD 128 ***
Objective:  MATH/03/06/04
Display:
Which is the next number in the sequence?
   1, 3, 5, [  ]
  a) 6
  b) 8
  c) 7
  d) 9
Key: c   Grade: 09   Calibration: -2.09074

      *** RECORD 129 ***
Objective:  MATH/03/06/05
Display:
Which is the next number in the sequence?
   3, 8, 13, 18, [  ]
  a) 24
  b) 22
  c) 31
  d) 23
Key: d   Grade: 09   Calibration: -2.75154
```

```
      *** RECORD 130 ***
Objective:  MATH/04/03/01
Display:
   An auditorium has 48 rows with 26 seats in each row.
   What is the seating capacity of the auditorium?
  a) 384 persons
  b) 1008 persons
  c) 128 persons
  d) 1248 persons
Key: d   Grade: 09   Calibration: -2.75154

      *** RECORD 131 ***
Objective:  MATH/04/03/02
Display:
Joe had a piece of wood 3 yards long.  He cut it into 6-inch
pieces.  How many pieces of wood did he have?
  a)  18 pieces
  b)  36 pieces
  c)   6 pieces
  d) 216 pieces
Key: a   Grade: 09   Calibration:  2.81851E-1

      *** RECORD 132 ***
Objective:  MATH/04/03/03
Display:
At a junior high school mathematics field day, each one of 37
schools sent 15 students to participate.  How many students
participated?
  a) 405 students
  b) 555 students
  c) 222 students
  d) 455 students
Key: b   Grade: 09   Calibration: -1.38629

      *** RECORD 133 ***
Objective:  MATH/04/05/01
Display:
If the average rainfall in a state was 2.7 inches per month,
approximately how many inches fall in one year?
  a) 3.24 inches
  b) 32.4 inches
  c) 324 inches
  d) None of the above
Key: b   Grade: 09   Calibration: -8.47298E-1

      *** RECORD 134 ***
Objective:  MATH/04/05/02
Display:
If a motorcycle holds 2.4 gallons of gasoline, approximately
how much does a tank full cost at 64.9 cents per gallon?
  a) $  1.56
  b) $ 15.58
  c) $155.76
  d) None of the above
Key: a   Grade: 09   Calibration:  1.20831
```

*** RECORD 135 ***

Objective: MATH/04/05/03

Display:

George lives 0.75 miles from school. He rides his bicycle two round trips each school day. How many miles does he ride to and from school each week?

a) 3.75 miles
b) 7.5 miles
c) 15 miles
d) None of the above

Key: c Grade: 09 Calibration: 1.90096

*** RECORD 136 ***

Objective: MATH/04/08/01

Display:

Five girls shared the expenses for a party. The food cost $8.50; ice cream $2.48; punch $1.48; and napkins, cups and plates $.94. Approximately how much did each girl pay?

a) $ 5.29
b) $ 6.29
c) $14.71
d) $14.89

2.65

Key: d Grade: 09 Calibration: -5.32217E-1

*** RECORD 137 ***

Objective: MATH/04/09/01

Display:

If a total of 5.53 inches of rain fell for 7 days, what was the average rainfall per day?

a) .79 inches
b) .69 inches
c) .49 inches
d) None of the above

Key: a Grade: 09 Calibration: -4.89548E-1

*** RECORD 138 ***

Objective: MATH/04/09/02

Display:

A pile of plywood is 3.6 meters high. Each sheet of plywood is 0.02 meters thick. How many sheets are there in the pile?

a) 18 sheets
b) 1800 sheets
c) 180 sheets
d) None of the above

Key: c Grade: 09 Calibration: 3.63965E-1

*** RECORD 139 ***

Objective: MATH/04/09/03

Display:

If Tom's father can drive his car 130.9 miles on 7 gallons of gasoline, how many miles can he drive on one gallon of gasoline?

a) 187 miles
b) 18.7 miles
c) 916.3 miles
d) None of the above

Key: b Grade: 09 Calibration: -5.75364E-1

*** RECORD 140 ***
Objective: MATH/04/10/01
Display:
A bicycle and its shipping box weigh 45 3/4 pounds. When it is empty the box weighs 7 1/2 pounds. What is the weight of the bicycle?
a) 38 1/2 pounds
b) 38 1/4 pounds
c) 37 1/4 pounds
d) None of the above
Key: b Grade: 09 Calibration: -1.45001

*** RECORD 141 ***
Objective: MATH/04/10/02
Display:
Helen mixed orange juice and gingerale to make punch for her friends. If she used 4 2/3 cups of gingerale in making 6 1/3 cups of punch, how much orange juice did she use?
a) 2 1/3 cups
b) 1 2/3 cups
c) 11 cups
d) None of the above
Key: b Grade: 09 Calibration: 4.47312E-1

*** RECORD 142 ***
Objective: MATH/04/11/01
Display:
If candy costs $2.45 per pound, how much does 2/3 of a pound cost?
a) $1.63
b) $3.68
c) $1.84
d) None of the above
Key: a Grade: 09 Calibration: 6.19039E-1

*** RECORD 143 ***
Objective: MATH/04/11/02
Display:
A survey shows that of 708 students in a junior high school, 5/6ths plan to attend college. How many students plan to attend college?
a) 480 students
b) 590 students
c) 690 students
d) None of the above
Key: b Grade: 09 Calibration: -1.20144E-1

*** RECORD 144 ***
Objective: MATH/04/12/01
Display:
Record albums that originally cost $6.50 each are on sale at a discount of 20 percent. How much would you save on two albums?
a) $5.20
b) $1.30
c) $2.50
d) None of the above
Key: d Grade: 09 Calibration: 6.63294E-1

```
      *** RECORD 145 ***
Objective:  MATH/04/12/02
Display:
Skateboards are on sale at 15 percent off the original price
of $40.  How much can be saved by buying one skateboard at
the reduced price?
  a) $34
  b) $46
  c) $6
  d) None of the above
Key: c   Grade: 09   Calibration:  4.00053E-2

      *** RECORD 146 ***
Objective:  MATH/04/12/03
Display:
A sweater that was originally priced at $30 is discounted 25
percent.  What is the new selling price?
  a) $23.50
  b) $ 7.50
  c) $22.50
  d) None of the above
Key: c   Grade: 09   Calibration:  8.00119E-1

      *** RECORD 147 ***
Objective:  MATH/04/13/01
Display:
Bill finished 40 percent of his math assignment after
completing 20 problems.  How many problems were on the
assignment?
  a) 80 problems
  b) 50 problems
  c)  8 problems
  d) None of the above
Key: b   Grade: 09   Calibration:  5.32217E-1

      *** RECORD 148 ***
Objective:  MATH/04/13/02
Display:
Three hundred students are observing a school play.  If this is
60 percent of the auditorium's capacity, what is the maximum
number of students that the auditorium will hold?
  a) 500 students
  b) 400 students
  c) 180 students
  d) None of the above
Key: a   Grade: 09   Calibration:  2.00671E-1

      *** RECORD 149 ***
Objective:  MATH/04/13/03
Display:
On a spelling test, Jane spelled 21 words correctly.  If this
is 70 percent of the total number of words on the test, how
many words were on the test?
  a)  7 words
  b) 15 words
  c) 30 words
  d) &if#le#wkf#bbovec09
Key: c   Grade: 09   Calibration: -5.75364E-1
```

```
        *** RECORD 150 ***
Objective:  MATH/04/14/01
Display:
In a beginning music class of 48 students, 12 students can play
the guitar.  What percent of the class can play guitar?
  a) 33 1/3 percent
  b) 400 percent
  c) 20 percent
  d) 25 percent
Key: d   Grade: 09   Calibration: -4.00053E-2

        *** RECORD 151 ***
Objective:  MATH/04/14/02
Display:
In a science class, 63 of 84 experiments were successful.  What
percent of the experiments were successful?
  a) 33 1/3 percent
  b) 25 percent
  c) 75 percent
  d) 133 percent
Key: c   Grade: 09   Calibration: -4.05465E-1

        *** RECORD 152 ***
Objective:  MATH/04/15/01
Display:
The manager of a prize fighter receives $13 of every $50 of the
fighter's earnings.  If the fighter's earnings in one year were
$12,500, how much money did the manager receive?
  a) $1625
  b) $3250
  c) $ 325
  d) None of the above
Key: b   Grade: 09   Calibration:  9.94622E-1

        *** RECORD 153 ***
Objective:  MATH/04/15/02
Display:
The ratio of the volume of a smaller can to a larger can is
2 to 5.  If the smaller can has a volume of 300 milliliters,
what is the volume of the larger can?
  a) 650 milliliters
  b) 120 milliliters
  c) 750 milliliters
  d) None of the above
Key: c   Grade: 09   Calibration:  3.63965E-1

        *** RECORD 154 ***
Objective:  MATH/04/15/03
Display:
The ratio of men to women at a meeting is 4 to 5.  If 20 women
attended the meeting, how many men attended?
  a) 16 men
  b) 20 men
  c) 25 men
  d) None of the above
Key: a   Grade: 09   Calibration:  3.63965E-1
```

```
        *** RECORD 155 ***
Objective:  MATH/05/01/01
Display:
What is n + 10, if n = 7?
  a) 3
  b) 70
  c) 710
  d) 17
Key: d   Grade: 09   Calibration: -1.73460

        *** RECORD 156 ***
Objective:  MATH/05/01/02
Display:
What is x - 14, if x = 43?
  a) 57
  b) 29
  c) 602
  d) 28
Key: b   Grade: 09   Calibration: -1.99243

        *** RECORD 157 ***
Objective:  MATH/05/01/03
Display:
What is a - d, if a = 34, and d = 17?
  a) 17
  b) 51
  c) 2
  d) 18
Key: a   Grade: 09   Calibration: -1.26567

        *** RECORD 158 ***
Objective:  MATH/05/02/01
Display:
What is 5(h - 4), if h = 14?
  a) 50
  b) 2
  c) 15
  d) 55
Key: a   Grade: 09   Calibration: -4.89548E-1

        *** RECORD 159 ***
Objective:  MATH/05/02/02
Display:
What is 3s + 4, if s = 5?
  a) 7
  b) 12
  c) 19
  d) 60
Key: c   Grade: 09   Calibration: -8.47298E-1
```

```
        *** RECORD 160 ***
Objective:  MATH/05/03/01
Display:
What is 6(x - 4)/3, if x = 8?
  a) 4/3
  b) 24
  c) 64
  d) 8
Key: d   Grade: 09   Calibration:  3.63965E-1

        *** RECORD 161 ***
Objective:  MATH/05/03/02
Display:
What is n/8, if n = 72?
  a) 80
  b) 64
  c) 576
  d) 9
Key: d   Grade: 09   Calibration: -1.15268

        *** RECORD 162 ***
Objective:  MATH/05/03/03
Display:
What is 8b/2, if b = 6?
  a) 4
  b) 24
  c) 48
  d) 7
Key: b   Grade: 09   Calibration: -1.20144E-1

        *** RECORD 163 ***
Objective:  MATH/05/04/01
Display:
If x - 5 = 24. then x = ?
  a) 29
  b) 120
  c) 19
  d) 24
Key: a   Grade: 09   Calibration: -1.32493

        *** RECORD 164 ***
Objective:  MATH/05/04/02
Display:
If x + 7 = 13, then x = ?
  a) 20
  b) 91
  c) 6
  d) 13
Key: c   Grade: 09   Calibration: -2.58669
```

```
      *** RECORD 165 ***
Objective:  MATH/05/04/03
Display:
If x - .15 = 9, then x = ?
  a) 1.35
  b) 8.85
  c) 9.15
  d) 9
Key: c   Grade: 09   Calibration: -5.75364E-1

      *** RECORD 166 ***
Objective:  MATH/05/04/04
Display:
If x + .75 = 4, then x = ?
  a) 4.75
  b) 3.25
  c) 3.00
  d) 4
Key: b   Grade: 09   Calibration: -7.08185E-1

      *** RECORD 167 ***
Objective:  MATH/05/04/05
Display:
If x + 1/2 = 4, then x = ?
  a) 4 1/2
  b) 3 1/2
  c) 2
  d) 4
Key: b   Grade: 09   Calibration: -1.26567

      *** RECORD 168 ***
Objective:  MATH/05/04/06
Display:
If x - 2/3 = 6. then x = ?
  a) 4
  b) 5 1/3
  c) 6
  d) 6 2/3
Key: d   Grade: 09   Calibration: -1.60343E-1

      *** RECORD 169 ***
Objective:  MATH/05/05/01
Display:
        x
   If  --- = 15, then x = ?
        5
  a) 3
  b) 75
  c) 20
  d) 15
Key: b   Grade: 09   Calibration:  3.63965E-1
```

```
        *** RECORD 170 ***
Objective:  MATH/05/05/02
Display:
If x/4 = 3, then x = ?
  a) 7
  b) 3/4
  c) 3
  d) 12
Key: d   Grade: 09   Calibration: -8.00119E-1

        *** RECORD 171 ***
Objective:  MATH/05/05/03
Display:
If 3x = 24, then x = ?
  a) 8
  b) 27
  c) 21
  d) 24
Key: a   Grade: 09   Calibration: -2.44235

        *** RECORD 172 ***
Objective:  MATH/05/05/04
Display:
If .5x = 10, then x = ?
  a) 20
  b) 5
  c) 10.5
  d) 10
Key: a   Grade: 09   Calibration:  8.00119E-1

        *** RECORD 173 ***
Objective:  MATH/05/06/01
Display:
If 5x - 2 = 18, then x = ?
  a) 20
  b) 4
  c) 3 3/5
  d) 18
Key: b   Grade: 09   Calibration: -7.08185E-1

        *** RECORD 174 ***
Objective:  MATH/05/06/02
Display:
If 3x + 4 = 16, then x = ?
  a) 20/3
  b) 5 1/3
  c) 12
  d) 4
Key: d   Grade: 09   Calibration: -9.44462E-1
```

*** RECORD 175 ***
Objective: MATH/05/06/03
Display:
If x/2 + 2 = 8, then x = ?
a) 10
b) 12
c) 8
d) 20
Key: b Grade: 09 Calibration: -3.63965E-1

*** RECORD 176 ***
Objective: MATH/05/06/04
Display:
If .4x + 1 = 13, then x = ?
a) 30
b) 35
c) 12
d) 13
Key: a Grade: 09 Calibration: 1.45001

*** RECORD 177 ***
Objective: MATH/05/08/01
Display:
What is the formula for finding the price per pound, P, of a grocery article that weighs W pounds and costs a total of C cents?
a) P = C/W
b) P = CW
c) P = C + W
d) P = C - W
Key: a Grade: 09 Calibration: 4.89548E-1

*** RECORD 178 ***
Objective: MATH/05/08/02
Display:
What is the formula for finding the weekly salary, S, of a worker who is paid [d] dollars per day and who works 5 days a week?
a) S = 5 + d
b) S = d/5
c) S = 5d
d) S = 5 - d
Key: c Grade: 09 Calibration: -1.09861

*** RECORD 179 ***
Objective: MATH/05/08/03
Display:
What is the formula for the change, C, from $10 if [n] candy bars are purchased at 23 cents each?
a) C = 1000 + 23n
b) C = 1000 - 23n
c) C = (1000) (23n)
d) C = 1000/23n
Key: b Grade: 09 Calibration: 2.81851E-1

```
      *** RECORD 180 ***
Objective:  MATH/05/08/04
Display:
What is the formula for finding the simple interest, I, for a
given amount of money, p, a rate of interest, r, and the time
in years, t?
  a) I = p + r + t
  b) I = prt
  c) I = pr + t
  d) I = p + rt
Key: b   Grade: 09   Calibration:  8.47298E-1

      *** RECORD 181 ***
Objective:  MATH/05/08/05
Display:
What is the formula for the sales tax, T, on an item that
costs D dollars if the tax is 6 percent?
  a) T = .06 + D
  b) T = .06D
  c) T = .06 - D
  d) T = .06/D
Key: b   Grade: 09   Calibration:  1.20831

      *** RECORD 182 ***
Objective:  MATH/05/08/06
Display:
What is the formula for the total cost, C, of [n] items at
[p] dollars per item?
  a) C = n + p
  b) C = n/p
  c) C = np
  d) C = n - p
Key: c   Grade: 09   Calibration: -4.05465E-1

      *** RECORD 183 ***
Objective:  MATH/05/09/01
Display:
What is the formula for the average cost, C, of two shirts
where one shirt costs S dollars and the other shirt costs
M dollars?
  a) C = (S + M)/2
  b) C = S - M/2
  c) C = SM/2
  d) C = S/M
Key: a   Grade: 09   Calibration: -5.75364E-1

      *** RECORD 184 ***
Objective:  MATH/05/09/02
Display:
What is the formula for the distance, D, traveled at a speed R,
for a time T?
  a) D = R + T
  b) D = R - T
  c) D = RT
  d) D - R/T
Key: c   Grade: 09   Calibration:  1.60343E-1
```

```
      *** RECORD 185 ***
Objective:  MATH/05/10/01
Display:
What is the area of a square baseball diamond 90 feet
on each side?
  a) 180 square feet
  b) 8100 square feet
  c) 360 square feet
  d) 4050 square feet
Key: b   Grade: 09   Calibration:  1.09861

      *** RECORD 186 ***
Objective:  MATH/05/10/02
Display:
If the formula for the perimeter of a rectangle is P = 2b + 2h,
what is the perimeter of a rectangle where b = 12 and h = 5?
  a) 34
  b) 21
  c) 17
  d) 60
Key: a   Grade: 09   Calibration: -1.60343E-1

      *** RECORD 187 ***
Objective:  MATH/05/10/03
Display:
What is the volume of a foundation form 12 feet long, 1 foot
deep, and 1/2 foot wide?
  a) 13 1/2 cubic feet
  b)  6     cubic feet
  c) 12     cubic feet
  d)  7     cubic feet
Key: b   Grade: 09   Calibration:  7.08185E-1

      *** RECORD 188 ***
Objective:  MATH/05/11/01
Display:
What is the cost, C, of a pair of slacks at [s] dollars if the
sales tax is [t] percent?  C = s + ts, s = $54.50
and t = 6 percent?
  a) $54.56
  b) $ 3.27
  c) $57.77
  d) $60.50
Key: b   Grade: 09   Calibration:  1.20144E-1
```

c
57.77

```
      *** RECORD 189 ***
Objective:  MATH/05/11/02
Display:
What is the cost, C, of K kilowatts of electricity for [t]
hours at a rate of [r] dollars per kilowatt?  C = Ktr, t = 168
hours (one week), r = $.008 and K = 23?
  a) $191.008
  b) $ 30.91
  c) $  1.34
  d) $   .18
Key: c   Grade: 09   Calibration:  1.60343E-1
```

b
30.91

```
        *** RECORD 190 ***
Objective:  MATH/05/12/01
Display:
What is the normal systolic blood pressure, P, in milliliters
for a person whose age, A, is 24 years?
P = 100 + A/2
  a) 1200 millimeters
  b)   88 millimeters
  c)    8.33 millimeters
  d)  112 millimeters
Key: d   Grade: 09   Calibration:  2.00671E-1

        *** RECORD 191 ***
Objective:  MATH/05/12/02
Display:
What is the distance a car travels in 5 hours at
60 kilometers per hour?
  a) 65 kilometers
  b) 12 kilometers
  c) 300 kilometers
  d) 55 kilometers
Key: c   Grade: 09   Calibration: -9.44462E-1

        *** RECORD 192 ***
Objective:  MATH/05/12/03
Display:
What is the cost, C, of a suit priced at p = $124, and
a sales tax of t = 6 percent?
  a) $131.44
  b) $  7.44
  c) $122.94
  d) $125.06
Key: a   Grade: 09   Calibration: -8.00427E-2

        *** RECORD 193 ***
Objective:  MATH/07/01/01
Display:
Mr. Jones bought something that was approximately three feet
wide and seven feet high.  Which of the following did he buy?
  a) Lamp
  b) Volkswagen
  c) Door
  d) Table
Key: c   Grade: 09   Calibration: -1.81529

        *** RECORD 194 ***
Objective:  MATH/07/01/02
Display:
Approximately how far is San Francisco from Los Angeles?
  a) 4 miles
  b) 40 miles
  c) 400 miles
  d) 4,000 miles
Key: c   Grade: 09   Calibration: -1.32493
```

*** RECORD 195 ***
Objective: MATH/07/01/03
Display:
One liter is equal to 1.06 quarts. Approximately how many quarts of milk will fill a container that holds seven liters?
a) 6 quarts
b) 6 2/3 quarts
c) 7 quarts
d) 7 2/5 quarts
e) 7 3/5 quarts
Key: d Grade: 09 Calibration: 1.09861

*** RECORD 196 ***
Objective: MATH/07/01/04
Display:
If a bird flies half way around the world approximately how many miles does it travel?
a) 120 miles
b) 1200 miles
c) 12,000 miles
d) 1,200,000 miles
Key: c Grade: 09 Calibration: 3.22773E-1

*** RECORD 197 ***
Objective: MATH/07/01/05
Display:
Which is less than 1/10 of an inch thick?
a) A piece of toast
b) A piece of paper
c) A door
d) A brick
Key: b Grade: 09 Calibration: -1.90096

*** RECORD 198 ***
Objective: MATH/07/01/06
Display:
A tall tank has a square base. The area of the base is one square foot. If you pour a quart of milk in the tank, approximately how deep will the milk be?
a) 1 inch
b) 6 inches
c) 1 foot
d) 2 feet
Key: a Grade: 09 Calibration: 4.00053E-2

*** RECORD 199 ***
Objective: MATH/07/01/07
Display:
If the doctor takes Mary's temperature, and she is not sick, approximately what will the reading on her thermometer be?
a) 32 degrees fahrenheit
b) 70 degrees fahrenheit
c) 100 degrees fahrenheit
d) 200 degrees fahrenheit
Key: c Grade: 09 Calibration: -5.32217E-1

*** RECORD 200 ***
Objective: MATH/07/01/08
Display:
What is the most appropriate unit of measure for determining the capacity of a gas tank in a full size car?
a) Quarts
b) Square Feet
c) Gallons
d) Pints
Key: c Grade: 09 Calibration: -1.81529

*** RECORD 201 ***
Objective: MATH/07/01/09
Display:
If you are buying carpet, what is the most appropriate unit of measure for determining the area of a living room floor?
a) Yards
b) Square inches
c) Feet
d) Square yards
Key: d Grade: 09 Calibration: -8.47298E-1

*** RECORD 202 ***
Objective: MATH/07/01/10
Display:
What unit measures temperature?
a) Inches
b) Degrees
c) Pounds
d) Hours
Key: b Grade: 09 Calibration: -3.17805

*** RECORD 203 ***
Objective: MATH/07/01/11
Display:
Approximately how long is a man's shoe?
a) 1 inch
b) 3 inches
c) 1 foot
d) 2 feet
Key: c Grade: 09 Calibration: -1.81529

*** RECORD 204 ***
Objective: MATH/07/01/12
Display:
The distance from New York to Los Angeles is most appropriately measured in:
a) Kilometers
b) Meters
c) Centimeters
d) Millimeters
Key: a Grade: 09 Calibration: -4.47312E-1

```
      *** RECORD 205 ***
Objective:  MATH/07/01/13
Display:
Which is the most appropriate unit of measure for determining
the increase in weight of a baby during the first ten
days of life?
  a) Liters
  b) Ounces
  c) Inches
  d) Feet
  e)  Pints
Key: b   Grade: 09   Calibration: -2.19722

      *** RECORD 206 ***
Objective:  MATH/07/01/14
Display:
Which of the following holds approximately half a pint?
  a) A small  juice glass
  b) A coffee cup
  c) A goldfish bowl
  d) A bathtub
Key: b   Grade: 09   Calibration: -2.41162E-1

      *** RECORD 207 ***
Objective:  MATH/07/02/01
Display:
Approximately how far can a jet travel in 6 hours at an
average speed of 580 miles per hour?
  a) 3000 miles
  b) 3500 miles
  c) 3600 miles
  d) 3400 miles
Key: b   Grade: 09   Calibration: -4.00053E-2

      *** RECORD 208 ***
Objective:  MATH/07/02/02
Display:
What average speed must a plane maintain to fly 5,000 miles
in 6 hours?
  a) Less than 800 miles per hour
  b) More than 800 miles per hour
  c) More than 850 miles per hour
  d) More than 900 miles per hour
Key: b   Grade: 09   Calibration: -4.89548E-1

      *** RECORD 209 ***
Objective:  MATH/07/03/01
Display:
If there are 231 cubic inches in 1 gallon, how many cubic
inches are there in 2 1/3 gallons?
  a) 33 cubic inches
  b) 99 cubic inches
  c) 462 1/3 cubic inches
  d) 539 cubic inches
Key: d   Grade: 09   Calibration:  2.41162E-1
```

```
      *** RECORD 210 ***
Objective:  MATH/07/03/02
Display:
How many minutes are there in 2 1/4 hours?
  a) 225 minutes
  b) 215 minutes
  c) 145 minutes
  d) 135 minutes
  e)  175 minutes
Key: d   Grade: 09   Calibration: -7.08185E-1

      *** RECORD 211 ***
Objective:  MATH/07/03/03
Display:
One meter equals approximately one:
  a) Yard
  b) Foot
  c) Inch
  d) Mile
Key: a   Grade: 09   Calibration: -4.89548E-1

      *** RECORD 212 ***
Objective:  MATH/07/03/04
Display:
One millimeter equals:
  a) one thousandth of a meter.
  b) one millionth of a meter.
  c) one tenth of a meter.
  d) one million meters.
Key: a   Grade: 09   Calibration:  5.32217E-1

      *** RECORD 213 ***
Objective:  MATH/07/03/09
Display:
If there are 231 cubic inches in 1 gallon, and 1728 cubic
inches in 1 cubic foot, approximately how many gallons are
there in 3 cubic feet?
  a) 2/5 gallon
  b) 2 1/2 gallons
  c) 7 1/2 gallons
  d) 20 1/2 gallons
  e)  22 1/2 gallons
Key: e   Grade: 09   Calibration:  6.19039E-1

      *** RECORD 214 ***
Objective:  MATH/07/03/10
Display:
What is the sum of 2 gallons, 3 quarts, 1 pint, 3 gallons,
and 1 pint?
  a) 5 gallons 1 pint
  b) 6 gallons 1 pint
  c) 5 gallons, 3 quarts, 1 pint
  d) 6 gallons
  e)  6 gallons, 3 quarts, 1 pint
Key: d   Grade: 09   Calibration: -1.20144E-1
```

```
      *** RECORD 215 ***
Objective:  MATH/07/08/01
Display:
How many minutes are there in 2 1/4 hours?
  a) 225 minutes
  b) 215 minutes
  c) 145 minutes
  d) 135 minutes
  e)  175 minutes
Key: d   Grade: 09   Calibration: -7.08185E-1

      *** RECORD 216 ***
Objective:  MATH/07/08/02
Display:
   2 hours 40 minutes 50 seconds
  +2 hours 30 minutes 20 seconds
 --------------------------------
  a) 4 hours 10 minutes 10 seconds
  b) 5 hours 11 minutes 10 seconds
  c) 5 hours 20 minutes 10 seconds
  d) 5 hours 12 minutes 10 seconds
Key: b   Grade: 09   Calibration: -2.41162E-1

      *** RECORD 217 ***
Objective:  MATH/07/08/03
Display:
4 hours 20 minutes x 4 =
  a) 15 hours 20 minutes
  b) 17 hours 20 minutes
  c) 20 hours 20 minutes
  d) 16 hours
Key: b   Grade: 09   Calibration: -5.75364E-1

      *** RECORD 218 ***
Objective:  MATH/07/08/04
Display:
   3 hours 45 minutes
  +8 hours 15 minutes
 --------------------
  a) 11 hours 50 minutes
  b) 12 hours 60 minutes
  c) 12 hours
  d) 11 hours
Key: c   Grade: 09   Calibration: -1.04597

      *** RECORD 219 ***
Objective:  MATH/07/09/01
Display:
How many feet of fencing is needed to enclose a yard which
measures 50 feet by 25 feet?
  a) 75 feet
  b) 200 feet
  c) 1250 feet
  d) 150 feet
Key: d   Grade: 09   Calibration: -1.20144E-1
```

```
      *** RECORD 220 ***
Objective:  MATH/07/09/02
Display:
What is the perimeter of a rectangle with sides of
3.2 yards and 18.1 yards?
  a) 32.6 yards
  b) 42.6 yards
  c) 52.6 yards
  d) 62.6 yards
Key: b   Grade: 09   Calibration: -4.00053E-2

      *** RECORD 221 ***
Objective:  MATH/07/09/04
Display:
Mr. Jones bought a rug measuring 9 feet by 12 feet for his
living room.  The floor measures 12 feet by 15 feet.  How many
square feet of flooring will not be covered?
  a) 108 square feet
  b) 180 square feet
  c)  72 square feet
  d) 288 square feet
Key: c   Grade: 09   Calibration: -6.63294E-1

      *** RECORD 222 ***
Objective:  MATH/07/09/05
Display:
A century is equal to 100 years and a decade is equal to
10 years.  How many years are there in three centuries and
2 1/2 decades?
  a) 370 years
  b) 325 years
  c) 330 years
  d) 550 years
  e)  320 years
Key: b   Grade: 09   Calibration: -8.00119E-1

      *** RECORD 223 ***
Objective:  MATH/07/09/06
Display:
Jim started mowing the grass at 1:45 p.m.  He finished at 2:15
p.m.  How long did it take Jim to mow the grass?
  a) 30 minutes
  b) 70 minutes
  c) 90 minutes
  d) 180 minutes
  e)  240 minutes
Key: a   Grade: 09   Calibration: -1.04597

      *** RECORD 224 ***
Objective:  MATH/07/09/07
Display:
Alice began her homework after dinner at 7:15 p.m. and finished
in 75 minutes.  When did she finish?
  a) 8 a.m.
  b) 8:30 a.m.
  c) 6 p.m.
  d) 8 p.m.
  e)  8:30 p.m.
Key: e   Grade: 09   Calibration: -1.58563
```

APPENDIX H

ELEMENTARY READING PASSAGES

— Elementary Reading Passage 1 —

Read the story, and answer the questions.

My best friend, Joe, is a rat. He's white with a black spot over one eye. The spot is like a patch. It makes Joe look like a little pirate.

Joe's whiskers are stiff, and they twitch up and down when he sniffs the air. Joe's tail is long and hairless, and it sometimes looks like a skinny pink snake. My mom doesn't like Joe's tail!

Why do I have a rat for a pet? Well, rats don't bark like dogs or scratch like cats. They don't eat much, and they wash themselves every day. Best of all, they can fit inside a pocket. Joe loves to hide inside my pocket. He goes everywhere with me. That's why he's my best friend!

— Elementary Reading Passage 2.—

Read the story, and answer the questions.

Do you like ice cream? Most people do. Ice cream first came from China. Today, we each eat about 23 quarts of ice cream a year. That's almost four dishes every week! Ice cream is made from milk, sugar, and water. The sugar makes the ice cream sweet.

We can buy ice cream at the store. Or we can buy it from the ice cream man. He drives around in a truck and sells many different kinds of ice cream. The happy music from his truck always tells us when the ice cream man is coming.

— Elementary Reading Passage 3 —

Read the story, and answer the questions.

Chelo lived in Mexico when she was a little girl. She loved to draw pictures. She drew many pictures of birds and animals. Chelo's mom and dad loved their little girl's drawings.

But that was a long time ago. Since then, Chelo has moved to the U.S. She is now an old lady. But she still loves to draw and paint. She uses colored ink pens and draws on paper and cardboard. Her drawings are made of many fine lines. They look like brightly colored spider webs. Many people have bought Chelo's pictures.

Drawing gives Chelo much joy. She says, "I keep childhood in my heart even though I am over 70 years old."

-- Elementary Reading Passage 4 --

Read the following story, and answer the questions.

"Hurry, hurry, hurry!" said the man at the gate. John and his friends couldn't wait to get their tickets. They were going to the circus.

John bought six tickets, and the boys went inside the big tent. There was a noisy crowd inside. When the ringmaster started talking, the people were quiet.

The parade was first. There were monkeys riding on a dog's back. There was a real bear on a chain. There were dancing horses and elephants, too. Best of all were the clowns.

John and his friends stayed at the circus all day. "This is the best birthday party I've ever had," said John.

— Elementary Reading Passage 5 —

Read the following story, and answer the questions.

Fred was a bull with an unhappy stomach. Beyond his fence grew the tallest green grass he had ever seen. Fred was hungry. He hadn't eaten for one whole day. But he couldn't reach the grass. He searched for a hole in the fence but had no luck.

Then he spied a yellow butterfly. Fred began to chase it. That was more fun than being hungry! It soon disappeared behind a large tree. Fred peeked behind the tree, and suddenly he forgot all about the butterfly. There behind the tree was a huge hole in the fence! Fred ran to make his stomach happy in the beauritul grass.

— Elementary Reading Passage 6 —

Read the story, and answer the questions.

The Indians in Mexico discovered chewing gum a long time ago. They found that the juice from some trees was pleasant to chew.

But there was an important reason why the Indians liked gum. They made manuy long trips on foot. Often they hiked over dry, dusty plains. The gum helped to keep their mouths from drying out as they traveled.

Sometimes they did not have gum. Then they put pebbles, or small rocks, in their mouths. People today still use gum or pebbles to keep their mouths moist when they travel through deserts or other dry places.

-- Elementary Reading Passage 7 --

Read the story, and answer the questions.

A box of seeds satM in a store. Inside, the seeds said, "We have a wonderful life. We just talk and play all day." But one seed said, "I am not sure. What will happen to us when someone buys us?" No one could answer this question, and they were all silent with worry. Then the seeds were picked up, and a deep voice said, "I'll take these." The little seeds cried, and the big ones wanted to.

Later, the box opened, and the seeds tumbled out into the light. Beautiful flowers smiled down on them. "Don't be afraid, they said. "From a seed, you turn into one of us. You were happy in your box because you didn't know what was outside. Now you see how much more beautiful life can be. Welcome."

-- Elementary Reading Passage B --

Read the story, and answer the questions.

The pupils in Room 10 have been learning all about whales, but mostly about the gray whale. They learned that one gray whale may be as large as ten elephants!

Miss Hunt, their teacher, said that whales are not fish. She showed a film about whales coming up to the top of the water to "blow" or get air. Jim read that gray whales swim south in winter. The baby whales are born there where the water is warmer.

The children learned that gray whales swim past the harbor on the way to their winter home. They asked Miss Humt if they could watch the whales.

One exciting day, the class made a trip to the ocean. Boats took the children out past the harbor to the place where the gray whales swam by. There they saw a long parade of the great gray whales.

-- Elementary Reading Passage 9 --

Read the story, and answer the questions.

Many people come to the zoo to see Albert, a famous gorilla. Albert looks like a big monkey. He has a wrinkled face and bright brown eyes. He is not famous for doing tricks or for being big. Albert is famous for being angry.

Almost anything might make Albert angry. He might not like a man's voice, or he might get angry at a bobbing balloon. A little boy's sharp whistle might make the big gorilla upset. When he gets angry, people near his cage have to move fast. An angry Albert throws anything he can get his hands on at people. When Albert isn't angry at anything, his keeper knows he is sick.

-- Elementary Reading Passage 10 --

Read the story, and answer the questions.

Juan and Shelly decided to go trout fishing down at the lake. "I think I'll use worms for bait," said Juan. "And I'll try cheese," said Shelly. They gathered their fishing poles, their nets, their tackle boxes, and their lunches and walked to the lake. When they arrived, they placed all of their equipment under a large, shady cottonwood tree. They could see the trout jumping, and this excited them. Juan put a wiggling worm on his hook, and Shelly baited her hook with some tasty cheese. Then they went down to the water to make their first cast.

Several hours later, their nets were still empty. Juan had landed a slimy shoe, while Shelly had hooked an old can. "I guess we're just unlucky," Shelly moaned. "Let's go home and play baseball." "Yeah, fishing is for the birds," Juan agreed. And just then, a kinghfisher swooped down from the sky and grabbed a nice trout in his beak!

-- Elementary Reading Passage 11 --

Read the story, and answer the questions.

A horse in your house? Yes--but only if it's a mini-horse. These tiny horses look like ponies, but they aren't. They are a special breed called "minature horses" because of their size.

Years ago, kings and queens wanted small horses as pets for their children. So they took full-size Arabian horses and bred them down until they were very small. Today, mini-horses stand only about 27 inches tall!

Mini-horses are too small to ride. A grown man could pick one up. A colt would have room to romp on your sofa! The tiny horses have very thick manes and long eyelashes. They look like Walt Disney cartoon horses.

Mini-horses are gentle and smart. They make good pets for children. But you might have trouble finding a mini-horse to buy. They are quite rare. In fact, there are only about 200 of them in the whole world!

-- Elementary Reading Passage 12 --

Read the story, and answer the questions.

Martin Dinnes is an animal doctor. But you could not take your dog, cat, or parakeet to see him. He doesn't treat ordinary pets. Dr. Dinnes takes care of animals that appear in movies and on T.V. He is a vet for animal "stars."

Just like human movie stars, pets in show business have to be good-looking. Dr. Dinnes often helps to make animal stars look better. He once had a glass eye made for a cheetah. A cheetah is a swift, spotted wild cat from Africa. With his new eye, the cheetah could go on working for television.

A famous dog once got a complete set of false teeth from Dr. Dinnes. The dog wears the teeth only when he is making movies. And a cockatoo that had lost his lower beak got a new one from the good doctor. A cockatoo is a large, colorful parrot.

Dr. Dinnes says he enjoys his job as a "doctor to the stars."

-- Elementary Reading Passage 13 --

Read the story, and answer the questions.

Our government has announced plans to make a small $1 coin. Many citizens have written to Congress to say they think the new currency should show the face of a famous woman. Most of these people want Susan B. Anthony's picture on the money.

Susan was born in 1820. She fought for equal rights for women. In those days, women were not allowed to vote. Susan thought this was wrong, and she wanted to change it. Once she was arrested for voting, and she had to go to jail. But that only made her fight harder for women's rights.

When Susan died in 1906, women still could not vote. But in 1920, they finally won the right to vote. Susan would have been proud to see the results of her efforts. She was a great American who helped make history in our country. That's why many people would like to see her picture on the new $1 coin.

-- Elementary Reading Passage 14 --

Read the following story, and answer the questions.

Most people know that judo is. But they may not know what "aikido" is. It is a way of protecting yourself that started in Japan years ago.

Aikido has been called "the art of doing nothing." This is because the players look as if they are doing nothing. They dont't push, pull, grab, or lift each other. Instead, one player will "lead" the other one down by holding his hands, wrists, and forearms.

Aikido players believe that the mind is much freer than the body. On a rainy day, you may have to stay inside your house. But your mind is still free to flit here and there like a butterfly. Your mind can wander even if your body cannot. The aim of aikido is to bring the mind and body together so that they work as one. Then both will be strong, and the mind will be able to control the body.

A master of aikido can protect himself almost without moving at all. He can throw six men attacking him all at once. He can do this because his mind tells his body to be strong.

-- Elementary Reading Passage 15 --

Read the story, and answer the questions.

Last summer, I went camping with my friend Scott to a Y.M.C.A ranch in the mountains. The first thing we learned was how to take care of a horse because we were each to be given our own personal horse for a week. After our briefing, we were each presented with our own horse. Oh boy! Did I ever get a loser! I knew something was wrong as soon as I heard his name. Everyone's horse had a name like Chief or Stardust or Lightning. Mine was named Joey. It didn't take me long to learn about my horse Joey.

Joey could never resist stopping for a bite to eat. That made me always fall to the end of the riding group. Worse than that, he tried to scrape me off by walking under tall bushes, giving me quite a few cuts and bruises. No matter how hard I pulled on his reins, he still went where he wanted to go. He knew who the boss was, and so did I! To top things off, Joey always walked faster than I did when I was leading him. It made me very nervous to have a thousand-pound creature stepping all over my heels.

— Elementary Reading Passage 16 —

Read the story, and answer the questions.

Sometimes it's hard to believe that Doug Fong is just one person. Each summer in Sacramento, Doug puts on a musical show for his entire neighborhood. He makes up the songs that the actors sing. He writes the words that they speak. And when those jobs are completed, Doug begins to whip the band into shape. Although he's never been to conductor's school, on opening night the baton will be in his hand.

Not just anyone can be in a Doug Fong show. Kids from five to fifteen years old come to the Fong's backyard to try out. Doug decides exactly who will do what. He almost always manages to find a good job for everyone who wants to be part of the show.

After weeks of hard work, the show will be ready to open. More than 500 people will see Doug and his company in action. Year's from now, a famous movie star may say that he got his start in Doug Fong's backyard!

-- Elementary Reading Passage 17 --

Read the story, and answer the questions.

For many years, the mice had been living in constant dread of their enemy, the cat. One day they decided to call a meeting to think of a way of solving their problem. Many plans were discussed and rejected.

At last, a young mouse got up. "I propose," said he, looking very important, "that a bell be hung around the cat's neck. Then, whenever the cat approaches, we shall always hear her and be able to escape."

The young mouse sat down, and the mice applauded wildly. The suggestion was put to a vote and passed with ease.

But just then an old mouse, who had sat silently all the while, rose to his feet and said: "My friends, it takes a young mouse to think of a plan so smart and yet so simple. With a bell around the cat's neck to warn us, we shall all be safe. I have but one brief question to put to the supporters of the plan. Which one of you is going to bell the cat?"

-- Elementary Reading Passage 18 --

Read the story, and answer the questions.

Amelia Earhart bounced in the air and turned a somersault as her homemade roller coaster hit the ground. In spite of the crash, she still thought it was fun. Eight-year-old Amelia was never afraid. She liked to ride the Ferris wheel at the Iowa State Fair. She loved watching daredevil pilots fly their planes. But soon she wasn't content just to watch. She went on to become one of the first women to learn to fly.

Fear never stopped her from trying something new. She decided to fly over the Atlantic Ocean even though several women had lost their lives trying. She flew over the Atlantic as part of a crew in 1928. And in 1932 she became the first woman to fly alone across the Atlantic. She became world famous.

In 1937, Amelia attempted to fly around the world, but she didn't make it. Her plane disappeared, and no one knoes for sure what happened to Amelia. But her bravery gave other women the courage to try things that only men had done in the past. She was a pioneer in the sky.

-- Elementary Reading Passage 19 --

Read the story, and answer the questions.

"Frisbee! Frisbee!"

That used to be the sound of alarm. A Frisbee was about to be thrown. Today we don't hear an alarm when a Frisbee is tossed into the air. But the first Frisbee players shouted alarms because they were actually throwing metal pie pans. Sometimes they even threw cookie tins. Imagine being hit in the head with a flying pie pan! No wonder they called a warning! Both the pie pans and the cookie tins were from the Frisbee Pie Company. The pie and cookie tins could have been returned for a deposit, but college students found that they had more fun sailing them across the grass to each other.

Recently, the history of the Frisbee was put on display in Washington, D.C. There you can see the very first pie pans and cookie tins used in Frisbee games. Also in the display are pictures of different ways to toss and catch Frisbees. The "pancake catch" and the "behind-the-back catch" are names of two Frisbee techniques. The Frisbee, once a real pie pan, is now a plastic toy. In its short but enjoyable history, the Frisbee has been used by men, women, children, and dogs.

-- Elementary Reading Passage 20 --

Read the story, and answer the questions.

Wherever man goes, the amazing rat is sure to follow. Rats can live in even the worst conditions and disasters. The average rat can wiggle through a hole no larger than a quarter and climb a brick wall as if it were a ladder. Being washed away in water will not destroy him. He can swim half a mile and float for three days. Even if a rat falls from a five-story building, he will not be hurt. The rat's unusually sharp teeth can gnaw through metal pipes and make dust out of brick blocks. Rats live only one year, but a pair of them will have thousands of babies before they die.

The amazing physical strength of rats helps them to stay with us in spite of our attacks on them. We have fed them tons of poisons and made some deadly rat traps. We have destroyed their burrows with water and fire. In order to reduce the rat population, we have tried many new ways of keeping them from being born at all. But, in spite of all our efforts, our enemy the rat is still our unwanted companion.

-- Elementary Reading Passage 21 --

Read the story, and answer the questions.

Do you still wonder about life on Mars? The U.S. space agency does. It is thinking about building an unmanned aircraft to snoop around the red planet.

The idea for the "snooper plane" was born soon after the Viking robot was sent to Mars. The robot scooped up samples of the planet's red dirt. It then ran tests to see if there could be microscopic life on Mars. The robot came up with a lot of useful information. But it could not prove that life of any kind existed on the planet. Still, scientists have not lost interest in Mars. The planned snooper plane is proof of that.

The plane would be carried to Mars by spaceship. Once there, the plane would take off and fly on its own. Its power would come from an engine the size of a lawnmower moter. With a wingspan of about 65 feet, the plane could fly thousands of miles across the Martian surface.

The snooper plane would carry a T.V. camera that could send pictures back to Earth. Even from a height of a few thousand feet, the camera could spot objects as small as a beach ball. And who knows? The snooper plane just might spot something more than red dirt!

-- Elementary Reading Passage 22 --

Read the story, and answer the questions.

Imagine you are in a roller coaster slowly moving uphill. As you get higher and higher, you get more and more terrified. But there is no turning back. At the top, you are as high as a ten-story building when the car starts to hurtle you toward the ground. You are going so fast you are afraid the car will shoot right off the tracks. Now you're upside down in a loop and going 60 miles an hour! You are still trying to catch your breath when the car rolls to a stop. Your hair-raising ride covered about half a mile and lasted less than two minutes.

Some peole never seem to get enough of the roller coaster thrill. They go for one ride after another, and then from one amusement park to another. There are about 200 such parks in the United States now, and more are being built all the time.

Modern coasters offer many more thrills than early coaster. The first coasters were built in Russia about 400 hears ago. They were huge wooden slides covered with ice. People zipped down the ice on sleds. By the 1850's the Russians built carts for a fast downhill roll. Later, park owners added dips and turns. Then the dips became steeper and the curves tighter. Now there are complete loops, but one thing still hasnn't changed. Roller coaster operators still use power only to get the car to the top of the first incline. After that, speed and gravity do all the work. Those wild cars really do coast!

-- Elementary Reading Passage 23 --

Read the story, and answer the questions.

The toothbrush did not always exist. Before the toothbrush, people cleaned their teeth by rubbing them with a rag. Even Goerge Washington used a rag with chalk on it to keep his smile bright. It wasn't until 1779 that an Englishman made it possible for us to throw away "tooth rags" forever.

Willian Addis was a man with time on his hands. He was in an English prison and wanted to spend his time in jail usefully. He also wanted to have a job when he got out of prison. Inventing a new way to clean teeth seemed like a good idea. Rubbing teeth with a rag did a poor job. It was also downright unpleasant.

The invention was made from everyday materials. Addis had a bone he'd saved from dinner. He bored tiny holes in the bone. A prison guard brought some stiff bristles. Addis tied them into bunches and glued them into the holes, and the world's first toothbrush was made.

Addis could hardly wait until his prison term was up. After leaving jail, he went into the toothbrush-making business and became an instant success. Addis's time in prison had been useful--not just for himself, but also for millions of people who no longer need "tooth rags."

-- Elementary Reading Passage 24 --

Read the story, and answer the questions.

Frederick Douglass was a black man born into slavery. He became one of the great men in our country's history. As a slave, he was sometimes beaten and underfed. Life was hard for young Douglass, but he was determined to make it better. He taught himself to read and write. He received little help with his schooling, for teaching a slave to read and write was against the law.

When Douglass was twenty-one years old, he ran away from a cruel slavemaster. He went from town to town making speeches. He told all who would listen about his life as a slave. He tried to convince people to oppose slavery in any way they could. Douglass was a great speaker. Large crowds turned out to hear him wherever he went.

Later, Douglass stared a newspaper, The North Star. It told what happened from the slave's point of view. His talks and writings helped to weaken the belief that black people should be slaves.

After the war between the states, blacks were no longer forced to be slaves. But Douglass continued to speak out for the rights of black people. He stood up for the right of black people to vote, work, and be treated equally. Although he died almost one hundred years ago, Douglass is still remembered for his efforts to abolish slavery and gain equal rights for black people.

-- Elementary Reading Passage 25 --

Read the story, and answer the questions.

I could always count on Haynes in a pinch. I remember one afternoon when there were only three of us--Jim Massey, Haynes, and myself--to load up the whole herd and take them to the summer pasture. Hot and sweaty, we rode around that corral eating dust for forty-five minutes before we got the last heifer up the ramp and into the truck. The cattle stomped and bellowed. I started the diesel, thinking of home and a hot shower.

That was when Jim discovered the right front tire was flat. I cut the engine. The three of us stood there silently gazing at the tire. The cattle bellowed.

An hour later we had the wheel off and the tube out for inspection. We searched but couldn't find a hole anywhere. We inflated the tube and threw it into the watering tank to check for bubbles. Again we stood there, gazing at the tube. The cattle bellowed.

Haynes said, "Lemme see that tube." He drew a jackknife from his pocket, opened the corkscrew, and thrust it into the tube. The tube wilted rapidly. "Now we know what to patch," he said with a toothless grin. Drying off the tube, he found the patching kit and mended the hole he'd made. An hour later we had the wheel back on the truck, ready to go.

We got the cattle delivered awhile after sundown, thanks to old Haynes. Without him, they would not have been delivered at all. Though his methods are a bit unscientific, they work just fine. That tire's been up ever since.

-- Elementary Reading Passage 26 --

Read the story, and answer the questions.

The biggest prank ever pulled in the United States took place on Halloween night, 1938. The credit belongs to Orson Welles, the head of radio's "Mercury Theater." He wrote a radio play based on the famous story, War of the Worlds, by H. G. Wells. The story describes the Earth being attacked by a spaceship from Mars.

The radio show was so convincing that people throughout the country actually believed Martians had landed in New Jersey. Calls poured into police stations. People fled to the highways in droves. Many people were hurt when crowds went wild with fear. Some people, unable to flee, simply prayed. It seemed that the world had gone mad.

When it was finally told that the story was a fake, some wanted Welles to be punished for the trouble he had caused. But nothing was done to the man who gave America the scariest Halloween it has ever had.

-- Elementary Reading Passage 27 --

Read the story, and answer the questions.

Carlos Palomino is a champion. His skill and courage in boxing have earned the young Mexican-American many honors. Carlos fights in the "welterweight" class. Boxers in this class must weigh between 136 and 147 pounds. Many experts feel that Carlos is an ideal boxer. His deadly left hook gives him great knockout power, yet his skill and cunning allow him to win a decision on points.

Most career fighters start boxing in their early teens. But Carlos was 21 years old when he first entered the ring. Some people thought he was crazy. But before long, his sheer guts, confidence, and raw talent had convinced all that here was a future champ.

Success in boxing was not Carlos's only goal. He went to college and earned a degree in recreation. He chose this field of study because he wanted to work with kids. Not everyone can become a paid athlete, he says. That's why school is so important for all young people, including would-be athletes. Carlos hopes other young people will follow his example and set high goals in education as well as in sports.

-- Elementary Reading Passage 28 --

Read the story, and answer the questions.

Andy and his brother Ryan lived in an old house. The thing they most enjoyed about the house was the large oak tree outside their bedroom window. The oak was over a hundred years old and was by far the biggest tree in the neighborhood. The trunk was enormous, and the largest limb was several feet thick.

Andy had been planning for a long time to build a tree house in the old tree when his younger brother was old enought to climb. He had collected lumber, cord, nails, a hammer, and canvas. Next week would be Ryan's sixth birthday, and Andy knew it was time.

The business of building a platform ten feet above the ground didnt't seem impossible to Andy. His biggest challenge was getting the foundation of a dozen planks into the tree. Twice the lifting rope broke, sending the planks crashing to the ground. Once, the noise was so bad that it caused the neighbor's collie to run into her house and hide. When all the planks were finally raised, Andy arranged them carefullly in their place. He used the cord and nails to anchor the platform. He wasn't the best builder in the world, but he could follow his own plans.

Andy was filled with pride on the afternoon of Ryan's birthday. He gave Ryan a key to the tree house door. "Happy birthday, Ryan," he said.

-- Elementary Reading Passage 29 --

Read the story, and answer the questions.

Have you ever looked up to see the antlike figures of men working on a huge building? Did it make your head spin and your palms sweat? Well, the Mohawk Indians think nothing of walking across a narrow steel beam that rises dozens of stories in the air. Their skill in building giant skyscrapers and bridges is known far and wide. The Mohawks are among the finest steelworkers in the world.

The Mohawks have been in the building business for many generations. Their job takes years of training as well as great courage. A young Mohawk spends from two to three years learning the trade. The Mohawks have formed a large steelworkers union. Its main office is in Brooklyn, New York.

The Mohawks have not forgotten their Indian culture. On weekends, they attend church services in their native language. They often go to great tribal festivals held on Indian reservations. The Mohawks are proud of not only their reputation as steelworders but also their American Indian culture.

-- Elementary Reading Passage 30 --

Read the story, and answer the questions.

A bee breeding accident has produced a fierce new race of bees. In 1957, a scientist in Brazil was studying some honeybees fromm Africa. As he worked, 26 queens of this vicious race of bees escaped. Honeybees of any kind are not native to Brazil, so for years Brazil had brought gentle bees from Europe. The African bees quickly mixed with the bees from Europe. Before long, a fierce new race was born. The new crossbreed of bees has now spread over most of South America. As they move north, they are becoming a threat to the U. S. They have stung and killed over 150 people as well as many animals.

Scientists think that the story of the bees began long ago. They say the mild climate of Europe caused a calm type of bee to develop. But the bees that pushed into Africa had to struggle with a hot, dry climate. Also, they found enemies who robbed and ruined their hives. As a result, the African bees grew into a nervous race of bees that become upset easily. And when they do get upset, they think of only one thing--attack!

The new crossbreed of bees is most like the African bees--excitable and hard to handle. But they produce twice as much honey as the gentler European bees do. So beekeepers can make more profit from the new bees--if they can control them.

-- Elementary Reading Passage 31 --

Read the story, and answer the questions.

"Dr. Williams! Please come to the emergency room at once!" It was July 10, 1893. Chicago's Provident Hospital had just admitted a man with a serious chest wound. A knife had cut through a blood vessel less than an inch from his heart. It looked as if the man did not have long to live.

But Dr. Williams quickly made an incision in the man's chest. Leading a team of six doctors, he carefully repaired the damaged vessel. The operation was a success. The man owed his life to Daniel Hale Williams, a black doctor who pioneered in open heart surgery.

Daniel Williams was born in 1856. His father died when Dan was 11, and Dan had to go to work as a cobbler's helper. Later, Dan worked as a laborer on a lake steamer and as a barber. But his dream was to become a doctor, and in 1883 he graduated from medical school.

Dr. Williams wanted to help other black people enter the medical field. He encouraged the building of hospitals and training schools for black doctors and nurses. He founded Provident Hospital and opened its doors to patients of all colors. Dr. Williams died in 1931, but his achievements continue to live on.

APPENDIX I

ELEMENTARY READING ITEMS

```
      *** RECORD 0 ***
Objective:  READING/01/01/01
Display:    P 05
The word that has the same sound as the "ch" in "chase" is:
  a) should.
  b) child.
  c) cried.
  d) click.
Key: b   Grade: 04   Calibration: -2.09074

      *** RECORD 1 ***
Objective:  READING/01/01/02
Display:    P 12
A word that has the same sound as the "st" in "star" is:
  a) shop.
  b) stop.
  c) toss.
  d) dots.
Key: b   Grade: 04   Calibration: -2.31363

      *** RECORD 2 ***
Objective:  READING/01/01/03
Display:    P 06
The word that has the same sound as the "ch" in "chew" is:
  a) what.
  b) child.
  c) shall.
  d) cold.
Key: b   Grade: 04   Calibration: -2.19722

      *** RECORD 3 ***
Objective:  READING/01/01/04
Display:    P 10
The word that has the same sound as the "tr" in "tree" is:
  a) tie.
  b) try.
  c) rat.
  d) tar.
Key: b   Grade: 04   Calibration: -2.31363

      *** RECORD 4 ***
Objective:  READING/01/01/05
Display:    P 01
The word that has the same sound as the "bl" in "black" is:
  a) blow.
  b) brook.
  c) boil.
  d) body.
Key: a   Grade: 04   Calibration: -2.19722
```

*** RECORD 5 ***
Objective: READING/01/01/06
Display: P 04
The word that has the same sound as the "cl" in "clowns" is:
  a) clean.
  b) chip.
  c) cried.
  d) color.
Key: a   Grade: 04   Calibration: -2.75154

*** RECORD 6 ***
Objective: READING/01/01/07
Display: P 03
The word that has the same sound as the "dr" in "draw" is:
  a) didn't.
  b) drive.
  c) bring.
  d) dinner.
Key: b   Grade: 04   Calibration: -2.58669

*** RECORD 7 ***
Objective: READING/01/01/08
Display: P 03
The word that has the same sound as the "sp" in "spider" is:
  a) spot.
  b) step.
  c) pots.
  d) song.
Key: a   Grade: 04   Calibration: -2.19722

*** RECORD 8 ***
Objective: READING/01/01/09
Display: P 02
The word that has the same sound as the "l" in "like" is:
  a) boy.
  b) lot.
  c) toy.
  d) hot.
Key: b   Grade: 04   Calibration: -6.19039E-1

*** RECORD 9 ***
Objective: READING/01/01/10
Display: P 02
The word that has the same sound as the "fr" in "from" is:
  a) friend.
  b) flew.
  c) field.
  d) first.
Key: a   Grade: 04   Calibration: -1.81529

```
      *** RECORD 10 ***
Objective:  READING/01/01/11
Display:    P 08
The word that has the same sound as the "gr" in "gray" is:
  a) grass.
  b) glass.
  c) glad.
  d) gas.
Key: a   Grade: 04   Calibration: -2.94444

      *** RECORD 11 ***
Objective:  READING/01/02/01
Display:    P 06
The word that has the same sound as the "g" in "gum" is:
  a) giant.
  b) page.
  c) cage.
  d) give.
Key: d   Grade: 04   Calibration: -1.09861

      *** RECORD 12 ***
Objective:  READING/01/02/02
Display:    P 13
The word that has the same sound as the "c" in "country" is:
  a) citizen.
  b) check.
  c) celebrate.
  d) cover.
Key: d   Grade: 04   Calibration: -1.20831

      *** RECORD 13 ***
Objective:  READING/01/02/03
Display:    P 24
The word that has the same sound as the "s" in "As" is:
  a) bus.
  b) buzz.
  c) push.
  d) burst.
Key: b   Grade: 04   Calibration: -2.41162E-1

      *** RECORD 14 ***
Objective:  READING/01/02/04
Display:    P 10
The word that has the same sound as the "g" in "large" is:
  a) got.
  b) grow.
  c) good.
  d) gym.
Key: d   Grade: 04   Calibration: -9.44462E-1
```

```
      *** RECORD 15 ***
Objective:  READING/01/02/05
Display:    P 25
The word that has the same sound as the "g" in "engine" is:
  a) good.
  b) girl.
  c) gym.
  d) gas.
Key: c   Grade: 04   Calibration: -8.00119E-1

      *** RECORD 16 ***
Objective:  READING/01/02/06
Display:    P 04
The word that has the same sound as the "c" in "dancing" is:
  a) cloud.
  b) children.
  c) city.
  d) cold.
Key: c   Grade: 04   Calibration: -1.32493

      *** RECORD 17 ***
Objective:  READING/01/02/07
Display:    P 02
The word that has the same sound as the "c" in "ice" is:
  a) change.
  b) can.
  c) city.
  d) coat.
Key: c   Grade: 04   Calibration: -1.58563

      *** RECORD 18 ***
Objective:  READING/01/02/08
Display:    P 30
The word that has the same sound as the "c" in "escaped" is:
  a) city.
  b) child.
  c) kid.
  d) knife.
Key: c   Grade: 04   Calibration:  6.19039E-1

      *** RECORD 19 ***
Objective:  READING/01/03/01
Display:    P 11
The word that has the same sound as
the "ou" in "about" is:
  a) cow.
  b) cold.
  c) could.
  d) come.
Key: a   Grade: 04   Calibration:  4.00053E-2
```

```
      *** RECORD 20 ***
Objective:  READING/01/03/02
Display:    P 13
The word that has the same sound as the "ea" in "great" is:
  a) seal.
  b) sale.
  c) sell.
  d) salt.
Key: b   Grade: 04   Calibration:  2.00671E-1

      *** RECORD 21 ***
Objective:  READING/01/03/03
Display:    P 09
The word that has the same sound as the "o" in "monkey" is:
  a) up.
  b) out.
  c) all.
  d) old.
Key: a   Grade: 04   Calibration:  6.63294E-1

      *** RECORD 22 ***
Objective:  READING/01/03/04
Display:    P 09
The word that has the same sound as the "ou" in "famous" is:
  a) own.
  b) you.
  c) ago.
  d) odd.
Key: c   Grade: 04   Calibration:  1.38629

      *** RECORD 23 ***
Objective:  READING/01/03/05
Display:    P 07
The word that has the same sound as the "ai" in "afraid" is:
  a) salt.
  b) same.
  c) sign.
  d) says.
Key: b   Grade: 04   Calibration: -8.00427E-2

      *** RECORD 24 ***
Objective:  READING/01/03/06
Display:    P 04
The word that has the same sound as the "ea" in "real" is:
  a) bear.
  b) bell.
  c) bee.
  d) bed.
Key: c   Grade: 04   Calibration:  4.05465E-1
```

```
      *** RECORD 25 ***
Objective:  READING/01/03/07
Display:    P 14
The word that has the same sound as the "o" in "moving" is:
  a) shot.
  b) show.
  c) shut.
  d) shoe.
Key: d   Grade: 04   Calibration: -5.32217E-1

      *** RECORD 26 ***
Objective:  READING/01/03/08
Display:    P 02
The word that has the same sound as the "a" in "came" is:
  a) sad.
  b) near.
  c) saw.
  d) nail.
Key: d   Grade: 04   Calibration: -5.32217E-1

      *** RECORD 27 ***
Objective:  READING/01/04/01
Display:    P 11
The word that rhymes with "might" is:
  a) wild.
  b) wing.
  c) which.
  d) white.
Key: d   Grade: 04   Calibration: -1.81529

      *** RECORD 28 ***
Objective:  READING/01/04/02
Display:    P 28
The word that rhymes with "limb" is:
  a) rib.
  b) rim.
  c) crib.
  d) bring.
Key: b   Grade: 04   Calibration: -6.63294E-1

      *** RECORD 29 ***
Objective:  READING/01/04/03
Display:    P 10
The word that rhymes with "shoe" is:
  a) threw.
  b) throw.
  c) took.
  d) three.
Key: a   Grade: 04   Calibration: -1.73460
```

```
      *** RECORD 30 ***
Objective:  READING/01/04/04
Display:    P 01
The word that rhymes with "tail" is:
  a) well.
  b) sale.
  c) will.
  d) smile.
Key: b   Grade: 04   Calibration: -1.32493

      *** RECORD 31 ***
Objective:  READING/01/04/05
Display:    P 04
The word that rhymes with "wait" is:
  a) gate.
  b) give.
  c) goat.
  d) get.
Key: a   Grade: 04   Calibration: -2.19722

      *** RECORD 32 ***
Objective:  READING/01/04/06
Display:    P 27
The word that rhymes with "weigh" is:
  a) laugh.
  b) lag.
  c) lay.
  d) leaf.
Key: c   Grade: 04   Calibration: -9.44462E-1

      *** RECORD 33 ***
Objective:  READING/01/04/07
Display:    P 18
The word that rhymes with "learn" is:
  a) barn.
  b) bear.
  c) burn.
  d) born.
Key: c   Grade: 04   Calibration: -1.58563

      *** RECORD 34 ***
Objective:  READING/01/04/08
Display:    P 22
The word that rhymes with "breath" is:
  a) wreath.
  b) death.
  c) rest.
  d) hearth.
Key: b   Grade: 04   Calibration: -3.63965E-1
```

```
      *** RECORD 35 ***
Objective:  READING/02/01/01
Display:    P 23
The "un" in "unpleasant" makes the word mean:
  a) too pleasant.
  b) not pleasant.
  c) very pleasant.
  d) so pleasant.
Key: b   Grade: 04   Calibration: -9.94622E-1

      *** RECORD 36 ***
Objective:  READING/02/01/02
Display:    P 05
The "un" in "unhappy" makes the word mean:
  a) too happy.
  b) so happy.
  c) not happy.
  d) very happy.
Key: c   Grade: 04   Calibration: -2.31363

      *** RECORD 37 ***
Objective:  READING/02/01/03
Display:    P 28
The "im" in "impossible" makes the word mean:
  a) very possible.
  b) too possible.
  c) was possible.
  d) not possible.
Key: d   Grade: 04   Calibration: -8.00427E-2

      *** RECORD 38 ***
Objective:  READING/02/01/04
Display:    P 24
The "under" in "underfed" makes the word mean:
  a) never fed.
  b) fed too much.
  c) not fed enough.
  d) fed again.
Key: c   Grade: 04   Calibration: -5.75364E-1

      *** RECORD 39 ***
Objective:  READING/02/01/05
Display:    P 10
The "un" in "unlucky" makes the word mean:
  a) very lucky.
  b) too lucky.
  c) not lucky.
  d) again lucky.
Key: c   Grade: 04   Calibration: -1.90096
```

```
        *** RECORD 40 ***
Objective:  READING/02/01/06
Display:    P 21
The "un" in "unmanned" makes the word mean:
  a) with no men on board.
  b) with one man on board.
  c) with only men on board.
  d) with more men on board.
Key: a   Grade: 04   Calibration: -8.00427E-2

        *** RECORD 41 ***
Objective:  READING/02/01/07
Display:    P 18
The "dis" in "disappeared" makes the word mean:
  a) no longer appeared.
  b) appeared likely.
  c) clearly appeared.
  d) appeared again.
Key: a   Grade: 04   Calibration: -1.15268

        *** RECORD 42 ***
Objective:  READING/02/02/01
Display:    P 29
The "like" in "antlike" makes the word mean:
  a) one who likes ants.
  b) full of ants.
  c) like an ant.
  d) not like an ant.
Key: c   Grade: 04   Calibration:  3.22773E-1

        *** RECORD 43 ***
Objective:  READING/02/02/02
Display:    P 12
The "ful" in "colorful" makes the word mean:
  a) without color.
  b) full of color.
  c) a person who colors.
  d) with some color.
Key: b   Grade: 04   Calibration: -1.32493

        *** RECORD 44 ***
Objective:  READING/02/02/03
Display:    P 24
The "ly" in "equally" makes the word mean:
  a) more equal.
  b) one who is equal.
  c) less equal.
  d) in an equal way.
Key: d   Grade: 04   Calibration:  6.63294E-1
```

```
        *** RECORD 45 ***
Objective:   READING/02/02/04
Display:     P 01
The "less" in "hairless" makes the word mean:
  a) lots of hair.
  b) with hair.
  c) no hair.
  d) most hair.
Key: c    Grade: 04   Calibration: -9.44462E-1

        *** RECORD 46 ***
Objective:   READING/02/02/05
Display:     P 31
The "er" in "laborer" makes the word mean:
  a) less labor.
  b) more labor.
  c) the job of laboring.
  d) a person who labors.
Key: d    Grade: 04   Calibration:  4.89548E-1

        *** RECORD 47 ***
Objective:   READING/02/02/06
Display:     P 26
The "ans" in "Martians" makes the word mean:
  a) people who come from Mars.
  b) people who study Mars.
  c) people who like Mars.
  d) people who don't like Mars.
Key: a    Grade: 04   Calibration: -8.00119E-1

        *** RECORD 48 ***
Objective:   READING/02/02/07
Display:     P 14
The "er" in "player" makes the word mean:
  a) more play.
  b) not playing.
  c) a person who plays.
  d) playing a game.
Key: c    Grade: 04   Calibration: -4.47312E-1

        *** RECORD 49 ***
Objective:   READING/02/02/08
Display:     P 30
The "ist" in "scientist" makes the word mean:
  a) a person who studies science.
  b) a science class.
  c) a science book.
  d) studying about science.
Key: a    Grade: 04   Calibration: -8.00427E-2
```

```
        *** RECORD 50 ***
Objective:   READING/02/03/01
Display:     P 29
The "est" in "finest" makes the word mean:
  a) less fine.
  b) most fine.
  c) more fine.
  d) not fine.
Key: b   Grade: 04   Calibration: -4.05465E-1

        *** RECORD 51 ***
Objective:   READING/02/03/02
Display:     P 05
The "est" in "tallest" makes the word mean:
  a) not tall.
  b) the least tall.
  c) the most tall.
  d) never tall.
Key: c   Grade: 04   Calibration: -9.94622E-1

        *** RECORD 52 ***
Objective:   READING/02/03/03
Display:     P 11
The "es" in "inches" makes the word mean:
  a) one inch.
  b) belonging to the inch.
  c) more than one inch.
  d) inch is.
Key: c   Grade: 04   Calibration: -8.95384E-1

        *** RECORD 53 ***
Objective:   READING/02/03/04
Display:     P 13
The "s" in "results" makes the word mean:
  a) result.
  b) more than one result.
  c) belonging to the result.
  d) result is.
Key: b   Grade: 04   Calibration: -1.20144E-1

        *** RECORD 54 ***
Objective:   READING/02/03/05
Display:     P 10
The "ed" in "gathered" makes the word mean:
  a) will gather.
  b) should gather.
  c) cannot gather.
  d) did gather.
Key: d   Grade: 04   Calibration: -9.94622E-1
```

```
      *** RECORD 55 ***
Objective:  READING/02/03/06
Display:    P 26
The "est" in "scariest" makes the word mean:
  a) more scary.
  b) not scary.
  c) most scary.
  d) least scary.
Key: c   Grade: 04   Calibration:  1.20144E-1

      *** RECORD 56 ***
Objective:  READING/02/03/07
Display:    P 18
The "ed" in "attempted" makes the word mean:
  a) will attempt.
  b) should attempt.
  c) wanted to attempt.
  d) did attempt.
Key: d   Grade: 04   Calibration: -2.00671E-1

      *** RECORD 57 ***
Objective:  READING/02/04/01
Display:    P 05
The two words in "butterfly" are:
  a) but + terfly.
  b) butt + erfly.
  c) butter + fly.
  d) butterf + ly.
Key: c   Grade: 04   Calibration: -1.51635

      *** RECORD 58 ***
Objective:  READING/02/04/02
Display:    P 11
The two words in "eyelashes" are:
  a) ey + elashes.
  b) eye + lashes.
  c) eyel + ashes.
  d) eyela + shes.
Key: b   Grade: 04   Calibration: -1.65823

      *** RECORD 59 ***
Objective:  READING/02/04/03
Display:    P 06
The two words in "Sometimes" are:
  a) So + metimes.
  b) Som + etimes.
  c) Some + times.
  d) Somet + imes.
Key: c   Grade: 04   Calibration: -2.09074
```

```
        *** RECORD 60 ***
Objective:   READING/02/04/04
Display:     P 10
The two words in "cottonwood" are:
  a) co + ttonwood.
  b) cot + tonwood.
  c) cotto + nwood.
  d) cotton + wood.
Key: d   Grade: 04   Calibration: -1.81529

        *** RECORD 61 ***
Objective:   READING/02/04/05
Display:     P 09
The two words in "anything" are:
  a) an + ything.
  b) a + nything.
  c) any + thing.
  d) anyth + ing.
Key: c   Grade: 04   Calibration: -1.32493

        *** RECORD 62 ***
Objective:   READING/02/04/06
Display:     P 04
The two words in "birthday" are:
  a) bir + thday.
  b) bi + rthday.
  c) birth + day.
  d) birthd + ay.
Key: c   Grade: 04   Calibration: -2.09074

        *** RECORD 63 ***
Objective:   READING/02/04/07
Display:     P 27
The two words in "knockout" are:
  a) knock + out.
  b) knoc + kout.
  c) knocko + ut.
  d) kno + ckout.
Key: a   Grade: 04   Calibration: -2.58669

        *** RECORD 64 ***
Objective:   READING/02/04/08
Display:     P 14
The two words in "yourself" are:
  a) you + rself.
  b) your + self.
  c) yours + elf.
  d) yourse + lf.
Key: b   Grade: 04   Calibration: -2.31363
```

```
      *** RECORD 65 ***
Objective:  READING/02/04/09
Display:    P 15
The two words in "Everyone's" are:
  a) Eve + ryone's.
  b) Ever + yone's.
  c) Every + one's.
  d) Everyo + ne's.
Key: c   Grade: 04   Calibration: -2.44235

      *** RECORD 66 ***
Objective:  READING/02/05/01
Display:    P 11
The word "finding" comes from:
  a) fine.
  b) find.
  c) five.
  d) finger.
Key: b   Grade: 04   Calibration: -1.51635

      *** RECORD 67 ***
Objective:  READING/02/05/02
Display:    P 07
The word "wanted" comes from:
  a) wait.
  b) went.
  c) walk.
  d) want.
Key: d   Grade: 04   Calibration: -1.58563

      *** RECORD 68 ***
Objective:  READING/02/05/03
Display:    P 04
The word "riding" comes from:
  a) ride.
  b) red.
  c) ring.
  d) right.
Key: a   Grade: 04   Calibration: -2.09074

      *** RECORD 69 ***
Objective:  READING/02/05/04
Display:    P 21
The word "carried" comes from:
  a) car.
  b) card.
  c) care.
  d) carry.
Key: d   Grade: 04   Calibration: -8.95384E-1
```

```
      *** RECORD 70 ***
Objective:  READING/02/05/05
Display:    P 03
The word "colored" comes from:
  a) cold.
  b) cool.
  c) colder.
  d) color.
Key: d   Grade: 04   Calibration: -1.65823

      *** RECORD 71 ***
Objective:  READING/02/05/06
Display:    P 20
The word "destroyed" comes from:
  a) disturb.
  b) destroy.
  c) desert.
  d) ditched.
Key: b   Grade: 04   Calibration: -1.20831

      *** RECORD 72 ***
Objective:  READING/02/05/07
Display:    P 22
The word "terrified" comes from:
  a) terrible.
  b) territory.
  c) terrify.
  d) terrific.
Key: c   Grade: 04   Calibration:  8.47298E-1

      *** RECORD 73 ***
Objective:  READING/02/06/01
Display:    P 13
The word "fought" comes from:
  a) fight.
  b) flow.
  c) fright.
  d) found.
Key: a   Grade: 04   Calibration: -1.15268

      *** RECORD 74 ***
Objective:  READING/02/06/02
Display:    P 24
The word "told" comes from:
  a) toll.
  b) tire.
  c) tell.
  d) till.
Key: c   Grade: 04   Calibration: -4.89548E-1
```

```
      *** RECORD 75 ***
Objective:   READING/02/06/03
Display:     P 17
The word "hung" comes from:
  a) huge.
  b) hang.
  c) hunt.
  d) high.
Key: b   Grade: 04   Calibration: -7.53772E-1

      *** RECORD 76 ***
Objective:   READING/02/06/04
Display:     P 25
The word "rode" comes from:
  a) road.
  b) ride.
  c) role.
  d) rodeo.
Key: b   Grade: 04   Calibration:  8.47298E-1

      *** RECORD 77 ***
Objective:   READING/02/06/05
Display:     P 07
The word "sat" comes from:
  a) sit.
  b) sad.
  c) say.
  d) set.
Key: a   Grade: 04   Calibration: -1.51635

      *** RECORD 78 ***
Objective:   READING/02/06/06
Display:     P 04
The word "bought" comes from:
  a) both.
  b) bother.
  c) but.
  d) buy.
Key: d   Grade: 04   Calibration: -7.08185E-1

      *** RECORD 79 ***
Objective:   READING/02/06/07
Display:     P 03
The word "made" comes from:
  a) mate.
  b) make.
  c) mad.
  d) many.
Key: b   Grade: 04   Calibration:  1.20144E-1
```

```
      *** RECORD 80 ***
Objective:  READING/02/06/08
Display:    P 20
The word "is" comes from:
  a) in.
  b) it.
  c) see.
  d) be.
Key: d   Grade: 04   Calibration:  1.81529

      *** RECORD 81 ***
Objective:  READING/02/06/09
Display:    P 08
The word "swam" comes from:
  a) swim.
  b) spin.
  c) sweep.
  d) smile.
Key: a   Grade: 04   Calibration: -2.58669

      *** RECORD 82 ***
Objective:  READING/02/06/10
Display:    P 08
The word "took" comes from:
  a) tall.
  b) tool.
  c) take.
  d) talk.
Key: c   Grade: 04   Calibration: -1.15268

      *** RECORD 83 ***
Objective:  READING/02/07/01
Display:    P 11
In this story, "aren't" means the same as:
  a) is not.
  b) are not.
  c) were not.
  d) are to.
Key: b   Grade: 04   Calibration: -1.04597

      *** RECORD 84 ***
Objective:  READING/02/07/02
Display:    P 28
In this story, "wasn't" means the same as:
  a) want to.
  b) was to.
  c) was not.
  d) was no.
Key: c   Grade: 04   Calibration: -1.38629
```

```
      *** RECORD 85 ***
Objective:  READING/02/07/03
Display:    P 12
In this story, "doesn't" means the same as:
  a) does to.
  b) did not.
  c) does not.
  d) do to.
Key: c   Grade: 04   Calibration: -1.32493

      *** RECORD 86 ***
Objective:  READING/02/07/05
Display:    P 10
In this story, "He's" means the same as:
  a) His.
  b) He is.
  c) He was.
  d) Him.
Key: b   Grade: 04   Calibration: -3.22773E-1

      *** RECORD 87 ***
Objective:  READING/02/07/06
Display:    P 07
In this story, "didn't" means the same as:
  a) did it.
  b) do not.
  c) did not.
  d) do it.
Key: c   Grade: 04   Calibration: -8.47298E-1

      *** RECORD 88 ***
Objective:  READING/02/07/07
Display:    P 02
In this story, "That's" means the same as:
  a) That is.
  b) That was.
  c) They are.
  d) They were.
Key: a   Grade: 04   Calibration: -5.75364E-1

      *** RECORD 89 ***
Objective:  READING/02/07/08
Display:    P 16
In this story, "it's" means the same as:
  a) it has.
  b) its.
  c) it was.
  d) it is.
Key: d   Grade: 04   Calibration: -5.32217E-1
```

```
       *** RECORD 90 ***
Objective:  READING/02/07/09
Display:    P 19
In this story, "don't" means the same as:
  a) do no.
  b) do not.
  c) did not.
  d) does not.
Key: b   Grade: 04   Calibration: -1.32493

       *** RECORD 91 ***
Objective:  READING/03/01/01
Display:    P 05
In this story, "searched" means:
  a) found out.
  b) lost.
  c) looked for.
  d) walked.
Key: c   Grade: 04   Calibration: -1.09861

       *** RECORD 92 ***
Objective:  READING/03/01/02
Display:    P 28
In this story, "canvas" means:
  a) thick glass.
  b) thin netting.
  c) thick cloth.
  d) heavy wood.
Key: c   Grade: 04   Calibration:  7.08185E-1

       *** RECORD 93 ***
Objective:  READING/03/01/03
Display:    P 28
In this story, "platform" means:
  a) a wall.
  b) a floor.
  c) a ladder.
  d) a roof.
Key: b   Grade: 04   Calibration: -5.32217E-1

       *** RECORD 94 ***
Objective:  READING/03/01/04
Display:    P 06
In this story, "discovered" means:
  a) left out.
  b) first found.
  c) put in.
  d) first traveled.
Key: b   Grade: 04   Calibration: -1.38629
```

```
      *** RECORD 95 ***
Objective:  READING/03/01/05
Display:    P 24
In this story, "oppose" means:
  a) to be against.
  b) to support through laws.
  c) to suspect at all times.
  d) to preach openly.
Key: a   Grade: 04   Calibration:  4.00053E-2

      *** RECORD 96 ***
Objective:  READING/03/01/06
Display:    P 25
In this story, "thrust" means:
  a) to push with force.
  b) to pull slowly.
  c) to wilt rapidly.
  d) to patch with care.
Key: a   Grade: 04   Calibration:  2.00671E-1

      *** RECORD 97 ***
Objective:  READING/03/01/07
Display:    P 21
In this story, "camera" means:
  a) something that flies to the moon.
  b) something that takes pictures.
  c) a small engine.
  d) an unmanned aircraft.
Key: b   Grade: 04   Calibration: -8.95384E-1

      *** RECORD 98 ***
Objective:  READING/03/01/08
Display:    P 21
In this story, "height" means:
  a) the speed at which something travels.
  b) the distance above the surface.
  c) a very long trip.
  d) the amount that something weighs.
Key: b   Grade: 04   Calibration: -2.41162E-1

      *** RECORD 99 ***
Objective:  READING/03/01/09
Display:    P 26
In this story, "convincing" means:
  a) confusing.
  b) easy to believe.
  c) hard to believe.
  d) exciting.
Key: b   Grade: 04   Calibration:  2.81851E-1
```

```
        *** RECORD 100 ***
Objective:  READING/03/01/10
Display:     P 18
In this story, "crew" means:
  a) a group of people working together.
  b) a group of sailors.
  c) a group of passengers.
  d) a group of newspaper reporters.
Key: a   Grade: 04   Calibration:  1.60343E-1

        *** RECORD 101 ***
Objective:  READING/03/01/11
Display:     P 03
In this story, "paint" means:
  a) to write a letter.
  b) to buy a picture.
  c) to catch a spider.
  d) to make a picture.
Key: d   Grade: 04   Calibration: -1.90096

        *** RECORD 102 ***
Objective:  READING/03/01/12
Display:     P 16
In this story, "famous" means:
  a) well known.
  b) very young.
  c) seldom seen.
  d) too old.
Key: a   Grade: 04   Calibration: -7.08185E-1

        *** RECORD 103 ***
Objective:  READING/03/01/13
Display:     P 22
In this story, "zipped" means:
  a) pulled together.
  b) moved with speed.
  c) very snappy.
  d) fastened with a zipper.
Key: b   Grade: 04   Calibration: -5.75364E-1

        *** RECORD 104 ***
Objective:  READING/03/02/01
Display:     P 05
In this story, "spied" means:
  a) stepped.
  b) tasted.
  c) saw.
  d) chased.
Key: c   Grade: 04   Calibration: -7.53772E-1
```

```
      *** RECORD 105 ***
Objective:  READING/03/02/02
Display:    P 12
In this story, "swift" means:
  a) slow.
  b) clever.
  c) tame.
  d) fast.
Key: d   Grade: 04   Calibration: -6.19039E-1

      *** RECORD 106 ***
Objective:  READING/03/02/03
Display:    P 06
In this story, "pleasant" means:
  a) bad.
  b) old.
  c) new.
  d) nice.
Key: d   Grade: 04   Calibration: -1.58563

      *** RECORD 107 ***
Objective:  READING/03/02/04
Display:    P 17
In this story, "silently" means:
  a) quietly.
  b) nervously.
  c) sadly.
  d) happily.
Key: a   Grade: 04   Calibration: -1.20831

      *** RECORD 108 ***
Objective:  READING/03/02/05
Display:    P 09
In this story, "angry" means:
  a) upset.
  b) happy.
  c) sick.
  d) afraid.
Key: a   Grade: 04   Calibration: -1.38629

      *** RECORD 109 ***
Objective:  READING/03/02/06
Display:    P 01
In this story, "sniffs" means:
  a) smells.
  b) scratches.
  c) barks.
  d) looks.
Key: a   Grade: 04   Calibration: -1.99243
```

```
        *** RECORD 110 ***
Objective:  READING/03/02/07
Display:    P 07
In this story, "silent" means:
  a) happy.
  b) sure.
  c) afraid.
  d) quiet.
Key: d   Grade: 04   Calibration: -1.58563

        *** RECORD 111 ***
Objective:  READING/03/02/08
Display:    P 04
In this story, "started" means:
  a) began.
  b) stopped.
  c) bought.
  d) stayed.
Key: a   Grade: 04   Calibration: -1.99243

        *** RECORD 112 ***
Objective:  READING/03/02/09
Display:    P 27
In this story, "cunning" means:
  a) talent.
  b) cleverness.
  c) skill.
  d) decision.
Key: b   Grade: 04   Calibration:  1.32493

        *** RECORD 113 ***
Objective:  READING/03/02/10
Display:    P 14
In this story, "aim" means:
  a) work.
  b) mind.
  c) goal.
  d) art.
Key: c   Grade: 04   Calibration:  1.45001

        *** RECORD 114 ***
Objective:  READING/03/02/11
Display:    P 14
In this story, "protect" means:
  a) guard.
  b) believe.
  c) play.
  d) wander.
Key: a   Grade: 04   Calibration: -6.19039E-1
```

```
         *** RECORD 115 ***
Objective:   READING/03/02/12
Display:     P 16
In this story, "completed" means:
  a) started.
  b) finished.
  c) tried.
  d) opened.
Key: b    Grade: 04    Calibration: -1.58563

         *** RECORD 116 ***
Objective:   READING/03/02/13
Display:     P 30
In this story, "ruined" means:
  a) stole.
  b) built.
  c) entered.
  d) wrecked.
Key: d    Grade: 04    Calibration: -2.81851E-1

         *** RECORD 117 ***
Objective:   READING/03/02/14
Display:       P 19
In this story, "alarm" means:
  a) bell.
  b) fun.
  c) quiet.
  d) warning.
Key: d    Grade: 04    Calibration: -7.53772E-1

         *** RECORD 118 ***
Objective:   READING/03/02/15
Display:     P 15
In this story, "nervous" means:
  a) happy.
  b) worried.
  c) angry.
  d) sad.
Key: b    Grade: 04    Calibration: -1.04597

         *** RECORD 119 ***
Objective:   READING/03/03/01
Display:     P 29
In this story, "stories" means:
  a) levels of a building.
  b) interesting tales.
  c) chapters in a book.
  d) explanations.
Key: a    Grade: 04    Calibration:  8.00427E-2
```

*** RECORD 120 ***
Objective: READING/03/03/02
Display: P 23
In this story, "bright" means:
a) shining.
b) smart.
c) poor.
d) stiff.
Key: a Grade: 04 Calibration: -1.09861

*** RECORD 121 ***
Objective: READING/03/03/03
Display: P 28
In this story, "anchor" means:
a) to separate into parts.
b) to attach firmly.
c) to throw out a line.
d) a heavy object.
Key: b Grade: 04 Calibration: 7.08185E-1

*** RECORD 122 ***
Objective: READING/03/03/04
Display: P 06
In this story, "trips" means:
a) falls.
b) breaks.
c) journeys.
d) drops.
Key: c Grade: 04 Calibration: -1.20831

*** RECORD 123 ***
Objective: READING/03/03/05
Display: P 01
In this story, "bark" means:
a) a part of a tree.
b) the noise dogs make.
c) the noise rats make.
d) to talk with a sharp voice.
Key: b Grade: 04 Calibration: -1.99243

*** RECORD 124 ***
Objective: READING/03/03/06
Display: P 27
In this story, "degree" means:
a) a title earned in education.
b) the extent of something.
c) a unit of measurement for temperature.
d) a unit of measurement for angles.
Key: a Grade: 04 Calibration: -8.00427E-2

```
      *** RECORD 125 ***
Objective:  READING/03/03/07
Display:    P 21
In this story, "objects" means:
  a) purposes.
  b) proof of interest.
  c) doesn't agree.
  d) things that can be seen.
Key: d   Grade: 04   Calibration: -1.65823

      *** RECORD 126 ***
Objective:  READING/03/03/08
Display:    P 21
In this story, "spot" means:
  a) see.
  b) stain.
  c) a small place.
  d) a little bit.
Key: a   Grade: 04   Calibration:  8.00427E-2

      *** RECORD 127 ***
Objective:  READING/03/03/09
Display:    P 31
In this story, "wound" means:
  a) injury.
  b) coiled around.
  c) accident.
  d) blood vessel.
Key: a   Grade: 04   Calibration: -8.00427E-2

      *** RECORD 128 ***
Objective:  READING/03/03/10
Display:    P 18
In this story, "content" means:
  a) meaning.
  b) afraid of physical harm.
  c) what is inside something.
  d) satisfied.
Key: d   Grade: 04   Calibration: -4.00053E-2

      *** RECORD 129 ***
Objective:  READING/03/03/11
Display:    P 03
In this story, "fine" means:
  a) thick.
  b) good.
  c) happy.
  d) thin.
Key: d   Grade: 04   Calibration:  1.58563
```

```
      *** RECORD 130 ***
Objective:  READING/03/03/12
Display:    P 02
In this story, "store" means:
  a) to save.
  b) a shop.
  c) make.
  d) came.
Key: b   Grade: 04   Calibration: -1.73460

      *** RECORD 131 ***
Objective:  READING/03/03/13
Display:    P 30
In this story, "produce" means:
  a) move.
  b) make.
  c) vegetables.
  d) fresh.
Key: b   Grade: 04   Calibration: -2.81851E-1

      *** RECORD 132 ***
Objective:  READING/03/03/14
Display:    P 08
In this story, "watch" means:
  a) clock.
  b) look at.
  c) chase.
  d) send for.
Key: b   Grade: 04   Calibration: -1.20831

      *** RECORD 133 ***
Objective:  READING/03/04/01
Display:    P 29
In this story, "steel" means:
  a) a baseball play.
  b) to rob.
  c) to move secretly.
  d) a kind of metal.
Key: d   Grade: 04   Calibration: -8.95384E-1

      *** RECORD 134 ***
Objective:  READING/03/04/02
Display:    P 11
In this story, "buy" means:
  a) next to.
  b) good-by.
  c) not any later than.
  d) to get by paying money.
Key: d   Grade: 04   Calibration: -7.08185E-1
```

```
      *** RECORD 135 ***
Objective:  READING/03/04/03
Display:    p 04
In this story, "too" means:
  a) also.
  b) elephants.
  c) more than one.
  d) toward.
Key: a   Grade: 04   Calibration: -1.60343E-1

      *** RECORD 136 ***
Objective:  READING/03/04/04
Display:    P 31
In this story, "patients" means:
  a) a calm manner.
  b) black doctors and nurses.
  c) people receiving medical care.
  d) an emergency room.
Key: c   Grade: 04   Calibration:  1.20144E-1

      *** RECORD 137 ***
Objective:  READING/03/04/05
Display:    P 26
In this story, "flee" means:
  a) a small insect.
  b) to run away.
  c) to understand.
  d) to convince.
Key: b   Grade: 04   Calibration:  3.22773E-1

      *** RECORD 138 ***
Objective:  READING/03/04/06
Display:    P 16
In this story, "see" means:
  a) know.
  b) ocean.
  c) watch.
  d) try.
Key: c   Grade: 04   Calibration: -1.09861

      *** RECORD 139 ***
Objective:  READING/03/04/07
Display:    P 20
In this story, the word "pair" means:
  a) peel.
  b) equal.
  c) type of fruit.
  d) couple.
Key: d   Grade: 04   Calibration: -8.00119E-1
```

```
        *** RECORD 140 ***
Objective:   READING/03/04/08
Display:     P 15
In this story, "reins" means:
  a) wet weather.
  b) leather straps.
  c) ruling over somebody.
  d) stopping suddenly.
Key: b   Grade: 04   Calibration: -8.47298E-1

        *** RECORD 141 ***
Objective:   READING/03/05/01
Display:     P 29
The opposite of "native" is:
  a) Indian.
  b) foreign.
  c) giant.
  d) brave.
Key: b   Grade: 04   Calibration:  3.63965E-1

        *** RECORD 142 ***
Objective:   READING/03/05/02
Display:     P 11
The opposite of "thick" is:
  a) full.
  b) thin.
  c) gentle.
  d) small.
Key: b   Grade: 04   Calibration: -1.26567

        *** RECORD 143 ***
Objective:   READING/03/05/03
Display:     P 23
The opposite of "clean" is:
  a) arrange.
  b) tidy.
  c) remove.
  d) dirty.
Key: d   Grade: 04   Calibration: -1.32493

        *** RECORD 144 ***
Objective:   READING/03/05/04
Display:     P 13
The opposite of "born" is:
  a) tried.
  b) lived.
  c) showed.
  d) died.
Key: d   Grade: 04   Calibration: -1.38629
```

```
      *** RECORD 145 ***
Objective:  READING/03/05/05
Display:    P 10
The opposite of "empty" is:
  a) beautiful.
  b) full.
  c) delighted.
  d) wet.
Key: b   Grade: 04   Calibration: -1.58563

      *** RECORD 146 ***
Objective:  READING/03/05/06
Display:    P 25
The opposite of "front" is:
  a) forward.
  b) beside.
  c) lower.
  d) back.
Key: d   Grade: 04   Calibration: -1.26567

      *** RECORD 147 ***
Objective:  READING/03/05/07
Display:    P 07
The opposite of "beautiful" is:
  a) wonderful.
  b) afraid.
  c) ugly.
  d) welcome.
Key: c   Grade: 04   Calibration: -9.94622E-1

      *** RECORD 148 ***
Objective:  READING/03/05/08
Display:    P 20
The opposite of "worst" is:
  a) good.
  b) amazing.
  c) best.
  d) average.
Key: c   Grade: 04   Calibration:  2.41162E-1

      *** RECORD 149 ***
Objective:  READING/03/05/09
Display:    P 19
The opposite of "enjoyable" is:
  a) unpleasant.
  b) alarming.
  c) tossed.
  d) interesting.
Key: a   Grade: 04   Calibration: -7.08185E-1
```

```
      *** RECORD 150 ***
Objective:  READING/03/05/10
Display:    P 08
The opposite of "warmer" is:
  a) hotter.
  b) softer.
  c) bigger.
  d) cooler.
Key: d   Grade: 04   Calibration: -7.53772E-1

      *** RECORD 151 ***
Objective:  READING/03/06/01
Display:    P 29
You can tell from the story that "steelworkers" means:
  a) people who sell steel.
  b) people who work in factories.
  c) people who build huge buildings.
  d) people who work indoors.
Key: c   Grade: 04   Calibration: -4.47312E-1

      *** RECORD 152 ***
Objective:  READING/03/06/02
Display:    P 11
You can tell from the story that "miniature" means:
  a) rare.
  b) gentle.
  c) tiny.
  d) smart.
Key: c   Grade: 04   Calibration: -1.38629

      *** RECORD 153 ***
Objective:  READING/03/06/03
Display:    P 12
You can tell from the story that a "cockatoo" is a kind of:
  a) cat.
  b) bird.
  c) dog.
  d) horse.
Key: b   Grade: 04   Calibration: -1.51635

      *** RECORD 154 ***
Objective:  READING/03/06/04
Display:    P 06
You can tell from the story that "pebbles" are:
  a) small rocks.
  b) large rocks.
  c) small people.
  d) large people.
Key: a   Grade: 04   Calibration: -1.99243
```

```
      *** RECORD 155 ***
Objective:  READING/03/06/05
Display:    P 24
You can tell from the story that "abolish" means:
  a) to continue.
  b) to do away with.
  c) to stand up for.
  d) to explain.
Key: b   Grade: 04   Calibration:  7.53772E-1

      *** RECORD 156 ***
Objective:  READING/03/06/06
Display:    P 17
You can tell from the story that "to bell the cat" means:
  a) to give the cat's bell away.
  b) to hit the cat with a  bell.
  c) to frighten the cat away.
  d) to put a bell on the cat.
Key: d   Grade: 04   Calibration: -9.94622E-1

      *** RECORD 157 ***
Objective:  READING/03/06/07
Display:    P 10
You can tell from the story that a "kingfisher" is a:
  a) trout.
  b) bird.
  c) fish.
  d) worm.
Key: b   Grade: 04   Calibration: -3.63965E-1

      *** RECORD 158 ***
Objective:  READING/03/06/08
Display:    P 09
You can tell from the story that a "gorilla" is:
  a) an animal like a giraffe.
  b) an animal like a monkey.
  c) an animal like an elephant.
  d) an animal like a dog.
Key: b   Grade: 04   Calibration: -1.65823

      *** RECORD 159 ***
Objective:  READING/03/06/09
Display:    P 01
You can tell from the story that "twitch" means:
  a) move.
  b) like.
  c) look.
  d) fit.
Key: a   Grade: 04   Calibration: -1.51635
```

```
       *** RECORD 160 ***
Objective:   READING/03/06/10
Display:     P 31
You can tell from the story that "incision" means:
  a) confusion.
  b) opening.
  c) mistake.
  d) lump.
Key: b   Grade: 04   Calibration: -1.20144E-1

       *** RECORD 161 ***
Objective:   READING/03/06/11
Display:     P 18
You can tell from the story that "bravery" means:
  a) fear.
  b) sorrow.
  c) fame.
  d) courage.
Key: d   Grade: 04   Calibration: -1.26567

       *** RECORD 162 ***
Objective:   READING/03/06/12
Display:     P 14
You can tell from the story that "flit" means:
  a) to sit still.
  b) to fight bravely.
  c) to move quickly.
  d) to begin slowly.
Key: c   Grade: 04   Calibration: -1.60343E-1

       *** RECORD 163 ***
Objective:   READING/03/06/13
Display:     P 19
You can tell from the story that "techniques" means:
  a) warnings of Frisbees.
  b) ways to catch Frisbees.
  c) toys that are like Frisbees.
  d) players who throw Frisbees.
Key: b   Grade: 04   Calibration: -4.00053E-2

       *** RECORD 164 ***
Objective:   READING/03/06/14
Display:     P 115
You can tell from the story that "briefing" means:
  a) lesson.
  b) trip.
  c) breakfast.
  d) naming.
Key: a   Grade: 04   Calibration:  8.00427E-2
```

```
      *** RECORD 165 ***
Objective:  READING/04/01/01
Display:    P 29
How long have the Mohawks been in the building business?
  a) Many centuries
  b) Two to three years
  c) Three to four years
  d) Many generations
Key: d   Grade: 04   Calibration:  0.00000

      *** RECORD 166 ***
Objective:  READING/04/01/02
Display:    P 11
The story says that the tiny horses have long:
  a) legs.
  b) tails.
  c) lives.
  d) eyelashes.
Key: d   Grade: 04   Calibration: -8.00119E-1

      *** RECORD 167 ***
Objective:  READING/04/01/03
Display:    P 23
How did the people clean their teeth before
the toothbrush was invented?
  a) By rubbing them with a rag
  b) By saving bones
  c) By putting chalk on bones
  d) By using a broom
Key: a   Grade: 04   Calibration: -1.65823

      *** RECORD 168 ***
Objective:  READING/04/01/04
Display:    P 28
Where do Andy and Ryan live?
  a) In a brand new house
  b) In an old oak tree
  c) In an old house
  d) In a tree house
Key: c   Grade: 04   Calibration: -9.94622E-1

      *** RECORD 169 ***
Objective:  READING/04/01/05
Display:    P 12
Who is Martin Dinnes?
  a) A movie star
  b) An animal doctor
  c) A television worker
  d) An animal star
Key:     Grade: 04   Calibration: -9.44462E-1
```

```
       *** RECORD 170 ***
Objective:  READING/04/01/06
Display:    P 12
What did the cockatoo get from the good doctor?
  a) A lower beak
  b) A new tooth
  c) False teeth
  d) A glass eye
Key: a   Grade: 04   Calibration: -7.53772E-1

       *** RECORD 171 ***
Objective:  READING/04/01/07
Display:    P 12
The cheetah needed a new eye so he could:
  a) go on working for television.
  b) become an ordinary pet.
  c) go back to Africa.
  d) appear in a movie.
Key: a   Grade: 04   Calibration: -4.05465E-1

       *** RECORD 172 ***
Objective:  READING/04/01/08
Display:    P 24
In this story, [The North Star] is the name of:
  a) an army of black people.
  b) a newspaper.
  c) a speech.
  d) a school for black people.
Key: b   Grade: 04   Calibration: -4.05465E-1

       *** RECORD 173 ***
Objective:  L/O/N/8
Display:

  a)
  b)
  c)
  d)
Key:    Grade:    Calibration:  1.99243

       *** RECORD 174 ***
Objective:  READING/04/01/10
Display:    P 17
Whom did the mice applaud wildly?
  a) The young mouse
  b) The old mouse
  c) The cat
  d) Each other
Key: a   Grade: 04   Calibration: -3.22773E-1
```

```
      *** RECORD 175 ***
Objective:  READING/04/01/11
Display:    P 10
Where did Juan and Shelly place their equipment?
  a) Beside the water
  b) On the sand
  c) Under a tree
  d) In their tackle box
Key: c   Grade: 04   Calibration: -8.00119E-1

      *** RECORD 176 ***
Objective:  READING/04/01/12
Display:    P 10
What did Shelly use for bait?
  a) Worms
  b) A kingfisher
  c) Trout
  d) Cheese
Key: d   Grade: 04   Calibration: -6.63294E-1

      *** RECORD 177 ***
Objective:  READING/04/01/13
Display:    P 09
Where do people see Albert?
  a) In the zoo
  b) In the circus
  c) In the forest
  d) In the country
Key: a   Grade: 04   Calibration: -1.73460

      *** RECORD 178 ***
Objective:  READING/04/01/14
Display:    P 09
Albert is famous for:
  a) being big.
  b) being angry.
  c) having bright eyes.
  d) doing tricks.
Key: b   Grade: 04   Calibration: -4.89548E-1

      *** RECORD 179 ***
Objective:  READING/04/01/15
Display:    P 09
The keeper knows Albert is sick when:
  a) Albert isn't angry at anything.
  b) Albert starts whistling.
  c) Albert starts doing tricks.
  d) Albert stops popping balloons.
Key: a   Grade: 04   Calibration: -8.95384E-1
```

```
        *** RECORD 180 ***
Objective:   READING/04/01/16
Display:     P 01
Joe is:
  a) a snake.
  b) a pirate.
  c) the writer of the story.
  d) the writer's best friend.
Key: d   Grade: 04   Calibration: -4.47312E-1

        *** RECORD 181 ***
Objective:   READING/04/01/17
Display:     P 01
Joe is mostly:
  a) white.
  b) black.
  c) pink.
  d) brown.
Key: a   Grade: 04   Calibration: -7.08185E-1

        *** RECORD 182 ***
Objective:   READING/04/01/18
Display:     P 07
Where is the box of seeds at the beginning of the story?
  a) In a garden
  b) In a store
  c) In someone's bag
  d) In someone's house
Key: b   Grade: 04   Calibration: -1.51635

        *** RECORD 183 ***
Objective:   READING/04/01/19
Display:     P 04
Why were the people quiet?
  a) It was John's birthday.
  b) The parade was first.
  c) The ringmaster started talking.
  d) They were going to the circus.
Key: c   Grade: 04   Calibration: -1.51635

        *** RECORD 184 ***
Objective:   READING/04/01/20
Display:     P 04
Who bought the tickets?
  a) John
  b) The boys
  c) The man at the gate
  d) John's friends
Key: a   Grade: 04   Calibration: -1.20831
```

```
      *** RECORD 185 ***
Objective:  READING/04/01/21
Display:    P 27
What gives Carlos great knockout power?
  a) His young age
  b) His sheer guts
  c) His left hook
  d) His great courage
Key: c   Grade: 04   Calibration: -1.60343E-1

      *** RECORD 186 ***
Objective:  READING/04/01/22
Display:    P 31
Daniel Hale Williams was a:
  a) white doctor.
  b) black patient.
  c) black doctor.
  d) white patient.
Key: c   Grade: 04   Calibration: -9.94622E-1

      *** RECORD 187 ***
Objective:  READING/04/01/23
Display:    P 26
People actually believed Martians had landed
in New Jersey because:
  a) they had read [War of the Worlds].
  b) the radio show was so convincing.
  c) they saw a spaceship from Mars.
  d) the play was written by Orson Welles.
Key: b   Grade: 04   Calibration:  2.00671E-1

      *** RECORD 188 ***
Objective:  READING/04/01/24
Display:    P 14
What do aikido players believe?
  a) The body protects the mind.
  b) The body is much freer than the mind.
  c) The mind is controlled by the body.
  d) The mind is much freer than the body.
Key: d   Grade: 04   Calibration:  3.22773E-1

      *** RECORD 189 ***
Objective:  READING/04/01/25
Display:    P 02
Where did ice cream first come from?
  a) America
  b) Trucks
  c) Stores
  d) China
Key: d   Grade: 04   Calibration: -9.94622E-1
```

```
        *** RECORD 190 ***
Objective:  READING/04/01/26
Display:    P 02
What makes ice cream sweet?
  a) Milk
  b) Sugar
  c) Water
  d) Cream
Key: b   Grade: 04   Calibration: -1.99243

        *** RECORD 191 ***
Objective:  READING/04/01/27
Display:    P 16
Doug puts on the musical show for his:
  a) family.
  b) neighborhood.
  c) school.
  d) job.
Key: b   Grade: 04   Calibration: -8.00119E-1

        *** RECORD 192 ***
Objective:  READING/04/01/28
Display:    P 16
How many people will see Doug and his company in action?
  a) From 5 to 15 people
  b) From 50 to 500
  c) More than 500 people
  d) More than 5,000 people
Key: c   Grade: 04   Calibration: -7.53772E-1

        *** RECORD 193 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:    Grade:    Calibration:  1.99243

        *** RECORD 194 ***
Objective:  READING/04/01/30
Display:    P 22
Where were the first coasters built?
  a) At amusement parks
  b) In California
  c) In the United States
  d) In Russia
Key: d   Grade: 04   Calibration: -5.32217E-1
```

```
      *** RECORD 195 ***
Objective:  READING/04/01/31
Display:    P 30
The fierce new race of bees:
  a) was planned by the scientist.
  b) was bred in the U.S.
  c) was caused by an accident.
  d) has remained in Brazil.
Key: c   Grade: 04   Calibration:  1.04597

      *** RECORD 196 ***
Objective:  READING/04/01/32
Display:    P 30
What caused a calm type of bee to develop?
  a) A scientist
  b) The hot, dry climate of Africa
  c) The mild climate of Europe
  d) A beekeeper
Key: c   Grade: 04   Calibration:  6.63294E-1

      *** RECORD 197 ***
Objective:  READING/04/01/33
Display:    P 19
The first Frisbee players threw:
  a) metal pie pans.
  b) plastic toys.
  c) metal pancakes.
  d) plastic pie pans.
Key: a   Grade: 04   Calibration: -5.75364E-1

      *** RECORD 198 ***
Objective:  READING/04/01/34
Display:    P 08
Whales come up to the top of the water to:
  a) get fish.
  b) get air.
  c) find warm water.
  d) see the boats.
Key: b   Grade: 04   Calibration: -2.19722

      *** RECORD 199 ***
Objective:  READING/04/02/01
Display:    P 23
The first toothbrush was made out of:
  a) bristles and rags.
  b) rags and bone.
  c) bristles and bone.
  d) chalk and bone.
Key: c   Grade: 04   Calibration: -3.63965E-1
```

```
        *** RECORD 200 ***
Objective:  READING/04/02/02
Display:     P 06
What was the most important reason why the Indians liked gum?
  a) It was pleasant to chew.
  b) It kept their mouths from drying out.
  c) It kept them from getting tired.
  d) It was fun to chew.
Key: b   Grade: 04   Calibration: -1.51635

        *** RECORD 201 ***
Objective:  READING/04/02/03
Display:     P 06
The gum that the Indians chewed came from:
  a) pebbles.
  b) rocks.
  c) dust.
  d) trees.
Key: d   Grade: 04   Calibration: -1.38629

        *** RECORD 202 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:    Grade:    Calibration:  1.99243

        *** RECORD 203 ***
Objective:  READING/04/02/05
Display:     P 13
Where did Susan B. Anthony have to go because she voted?
  a) To Congress
  b) To jail
  c) To the police
  d) To the country
Key: b   Grade: 04   Calibration: -1.20831

        *** RECORD 204 ***
Objective:  READING/04/02/06
Display:     P 13
When did women win the right to vote?
  a) 1820
  b) 1906
  c) 1920
  d) 1977
Key: c   Grade: 04   Calibration: -9.94622E-1
```

```
          *** RECORD 205 ***
Objective:  READING/04/02/07
Display:    P 17
The mice called a meeting to:
  a) plan a party for the young mouse.
  b) talk about the old mouse.
  c) think of a way of solving their problems
  d) talk about hanging the cat.
Key: c   Grade: 04   Calibration: -1.04597

          *** RECORD 206 ***
Objective:  READING/04/02/08
Display:    P 25
Where did the three ride for forty-five minutes?
  a) To the summer pasture
  b) Around the corral
  c) To the cattle ranch
  d) Across the plains
Key: b   Grade: 04   Calibration:  6.63294E-1

          *** RECORD 207 ***
Objective:  READING/04/02/09
Display:    P 01
The story says that rats:
  a) scratch like cats.
  b) wash themselves.
  c) eat a lot of food.
  d) bark like dogs.
Key: b   Grade: 04   Calibration: -8.95384E-1

          *** RECORD 208 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:     Grade:    Calibration:  1.99243

          *** RECORD 209 ***
Objective:  READING/04/02/11
Display:    P 21
What scooped up samples of the red dirt on Mars?
  a) The snooper plane
  b) The Viking robot
  c) An unmanned aircraft
  d) A space agency
Key: b   Grade: 04   Calibration:  4.00053E-2
```

```
        *** RECORD 210 ***
Objective:  READING/04/02/12
Display:     P 21
How would the snooper plane get to Mars?
  a) It would be carried by a robot.
  b) It would fly there on its own.
  c) It would be carried by spaceship.
  d) The plane is already on Mars.
Key: c    Grade: 04    Calibration:  1.20144E-1

        *** RECORD 211 ***
Objective:  READING/04/02/13
Display:     P 31
Dr. Williams graduated from medical school in:
  a) 1856.
  b) 1883.
  c) 1893.
  d) 1931.
Key: b    Grade: 04    Calibration: -7.53772E-1

        *** RECORD 212 ***
Objective:  READING/04/02/14
Display:     P 18
When did Amelia crash in a roller coaster?
  a) In 1928
  b) In 1932
  c) In 1937
  d) When she was eight
Key: d    Grade: 04    Calibration: -8.00427E-2

        *** RECORD 213 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key: c    Grade: 04    Calibration: -2.41162E-1

        *** RECORD 214 ***
Objective:  READING/04/02/16
Display:     P 03
Chelo is now:
  a) a little girl.
  b) living in Mexico.
  c) an old lady.
  d) with her parents.
Key: c    Grade: 04    Calibration: -1.45001
```

```
      *** RECORD 215 ***
Objective:  READING/04/02/17
Display:    P 14
Aikido players:
  a) push and pull each other.
  b) "lead" each other down.
  c) grab and lift each other.
  d) knock each other down.
Key: b   Grade: 04   Calibration: -5.32217E-1

      *** RECORD 216 ***
Objective:  READING/04/02/18
Display:    P 02
The story says that most people:
  a) don't like ice cream.
  b) like milk and sugar.
  c) drive around in a truck.
  d) like ice cream.
Key: d   Grade: 04   Calibration: -1.65823

      *** RECORD 217 ***
Objective:  READING/04/02/19
Display:    P 16
The kids who try out for Doug's show are:
  a) famous movie stars.
  b) from five to fifty years old.
  c) from five to fifteen years old.
  d) from out of Sacramento.
Key: c   Grade: 04   Calibration: -4.05465E-1

      *** RECORD 218 ***
Objective:  READING/04/02/20
Display:    P 22
About how many amusement parks with roller coasters
are now in the United States?
  a)    60 parks
  b)   200 parks
  c)   400 parks
  d) 1,850 parks
Key: b   Grade: 04   Calibration: -5.75364E-1

      *** RECORD 219 ***
Objective:  READING/04/02/21
Display:    P 22
The first coasters:
  a) had dips and turns.
  b) were wooden slides covered with ice.
  c) used power to get cars to the top.
  d) had complete loops.
Key: b   Grade: 04   Calibration: -1.60343E-1
```

```
      *** RECORD 220 ***
Objective:  READING/04/02/22
Display:    P 30
The 26 queen bees that escaped were from:
  a) Brazil.
  b) Africa.
  c) Europe.
  d) South America.
Key: b   Grade: 04   Calibration:  2.41162E-1

      *** RECORD 221 ***
Objective:  READING/04/02/23
Display:    P 15
How did Joey try to scrape his rider off?
  a) By stopping for something to eat
  b) By walking under tall bushes
  c) By walking faster than his rider
  d) By falling to the end of the group
Key: b   Grade: 04   Calibration: -5.32217E-1

      *** RECORD 222 ***
Objective:  READING/04/03/01
Display:    P 29
According to the story, what main office is
in Brooklyn, New York?
  a) The training school
  b) The Mohawk's church
  c) The steelworkers union
  d) The Indian reservation
Key: c   Grade: 04   Calibration: -6.19039E-1

      *** RECORD 223 ***
Objective:  READING/04/03/02
Display:    P 05
What was "more fun than being hungry"?
  a) Spying a yellow butterfly
  b) Chasing a yellow butterfly
  c) Peeking behind a tree
  d) Finding a hole in the fence
Key: b   Grade: 04   Calibration: -1.26567

      *** RECORD 224 ***
Objective:  READING/04/03/04
Display:    P 28
What caused the neighbor's collie to run and hide?
  a) The breaking of the tree's largest limb
  b) The noise from Ryan's birthday party
  c) The planks crashing to the ground
  d) The hammer pounding on the planks
Key: c   Grade: 04   Calibration: -1.20144E-1
```

```
      *** RECORD 225 ***
Objective:  READING/04/03/05
Display:    P 06
When did they put pebbles in their mouths?
  a) When the pebbles were dusty
  b) When they chewed gum
  c) When they didn't have gum
  d) When they came home from a trip
Key: c   Grade: 04   Calibration: -1.38629

      *** RECORD 226 ***
Objective:  READING/04/03/06
Display:    P 13
What made Susan fight harder?
  a) Finding out about a new coin
  b) Seeing the results of her efforts
  c) Having to go to jail
  d) Talking to many citizens
Key: c   Grade: 04   Calibration: -6.63294E-1

      *** RECORD 227 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:    Grade:    Calibration:  1.99243

      *** RECORD 228 ***
Objective:  READING/04/03/09
Display:    P 25
Who dried off the tube?
  a) Jim
  b) Jim's father
  c) Haynes
  d) The writer
Key: c   Grade: 04   Calibration: -2.81851E-1

      *** RECORD 229 ***
Objective:  READING/04/03/10
Display:    P 01
What makes Joe look like a little pirate?
  a) His stiff whiskers
  b) A little pocket
  c) A spot over one eye
  d) His long tail
Key: c   Grade: 04   Calibration: -1.09861
```

```
        *** RECORD 230 ***
Objective:   READING/04/03/11
Display:     P 07
What did the big seeds want to do?
  a) Talk
  b) Tumble
  c) Play
  d) Cry
Key: d   Grade: 04   Calibration: -1.20144E-1

        *** RECORD 231 ***
Objective:   READING/04/03/12
Display:     P 07
When the flowers say "you," they mean:
  a) the readers.
  b) other flowers.
  c) the box.
  d) the seeds.
Key: d   Grade: 04   Calibration: -3.22773E-1

        *** RECORD 232 ***
Objective:   L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:    Grade:    Calibration:  1.99243

        *** RECORD 233 ***
Objective:   READING/04/03/14
Display:     P 14
Both the mind and the body will be strong when:
  a) they work as one.
  b) the body controls the mind.
  c) they flit here and there,
  d) they do nothing.
Key: a   Grade: 04   Calibration:  0.00000

        *** RECORD 234 ***
Objective:   READING/04/03/15
Display:     P 16
What used to be the sound of alarm?
  a) "Pancake catch!"
  b) "Flying pie pan!"
  c) "Frisbee!  Frisbee!"
  d) "Flying cookie tin!"
Key: a   Grade: 04   Calibration: -3.22773E-1
```

```
      *** RECORD 235 ***
Objective:  READING/04/03/17
Display:    P 19
Where can you see on display the first pie pans
used in Frisbee games?
  a) At a pie company
  b) In Washington, D.C.
  c) At a college
  d) In a toy store
Key: b   Grade: 04   Calibration: -8.00119E-1

      *** RECORD 236 ***
Objective:  READING/04/03/18
Display:    P 08
Where are the baby whales born?
  a) In the north
  b) In the south
  c) In the harbor
  d) In their summer home
Key: b   Grade: 04   Calibration:  2.00671E-1

      *** RECORD 237 ***
Objective:  READING/04/03/19
Display:    P 15
Who thought, "Oh boy!  Did I ever get a loser"?
  a) The writer
  b) Joey
  c) Scott
  d) The camp guide
Key: a   Grade: 04   Calibration:  1.20144E-1

      *** RECORD 238 ***
Objective:  L/O/N/8
Display:

  a)
  b)
  c)
  d)
Key:    Grade:    Calibration:  1.99243

      *** RECORD 239 ***
Objective:  READING/04/04/01
Display:    P 05
What happened after Fred peeked behind the tree?
  a) He spied a butterfly.
  b) He saw a hole in the fence.
  c) He chased the butterfly.
  d) The butterfly disappeared.
Key: b   Grade: 04   Calibration: -4.89548E-1
```

```
        *** RECORD 240 ***
Objective:   READING/04/04/02
Display:     P 23
What did Addis do first?
   a) Bored holes in a bone
   b) Glued bristles into holes
   c) Saved a bone from dinner
   d) Tied bristles into bunches
Key: c    Grade: 04    Calibration:   4.00053E-2

        *** RECORD 241 ***
Objective:   READING/04/04/03
Display:     P 28
What did Andy do first?
   a) Arranged the planks in their place
   b) Lifted a dozen planks into the tree
   c) Anchored the platform
   d) Gave Ryan the key
Key: b    Grade: 04    Calibration:   4.00053E-2

        *** RECORD 242 ***
Objective:   L/O/N/G
Display:

   a)
   b)
   c)
   d)
Key:     Grade:     Calibration:   1.99243

        *** RECORD 243 ***
Objective:   L/O/N/G
Display:

   a)
   b)
   c)
   d)
Key:     Grade:     Calibration:   1.99243

        *** RECORD 244 ***
Objective:   READING/04/04/06
Display:     P 10
What did Juan and Shelly do first?
   a) Baited their hooks
   b) Cast their poles
   c) Walked to the lake
   d) Saw the trout jumping
Key: c    Grade: 04    Calibration:  -9.94622E-1
```

```
      *** RECORD 245 ***
Objective:  READING/04/04/07
Display:    P 10
What happened before they made their first cast?
  a) A kingfisher grabbed a trout.
  b) Shelly said, "I guess we're unlucky."
  c) Juan said, "Fishing is for the birds."
  d) They saw the trout jumping.
Key: d   Grade: 04   Calibration: -4.05465E-1

      *** RECORD 246 ***
Objective:  READING/04/04/08
Display:    P 25
What happened before Jim discovered the tire was flat?
  a) The writer of the story cut the engine.
  b) They got the last heifer into the truck.
  c) They stood there gazing at the tire.
  d) They threw the tube into a tank.
Key: b   Grade: 04   Calibration:  1.60343E-1

      *** RECORD 247 ***
Objective:  READING/04/04/09
Display:    P 25
What happened after the tube wilted rapidly?
  a) Haynes said, "Lemme see that tube."
  b) He mended the hole he'd made.
  c) They took the tube out for inspection.
  d) They took the wheel off.
Key: b   Grade: 04   Calibration:  8.47298E-1

      *** RECORD 248 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:     Grade:     Calibration:  1.32493

      *** RECORD 249 ***
Objective:  READING/04/04/11
Display:    P 04
What happened first?
  a) The ringmaster started talking.
  b) The boys went inside the tent.
  c) The people were quiet.
  d) There was a real bear on a chain.
Key: b   Grade: 04   Calibration: -1.20831
```

*** RECORD 250 ***
Objective: READING/04/04/12
Display: P 31
What did Dan do before he worked on a lake steamer?
a) He graduated from medical school.
b) He worked as a barber.
c) He worked as a cobbler's helper.
d) He founded Provident Hospital.
Key: c Grade: 04 Calibration: -3.63965E-1

*** RECORD 251 ***
Objective: READING/04/04/13
Display: P 26
Which of the following happened first?
a) People wanted Welles to be punished.
b) Calls poured into police stations.
c) People fled to the highways.
d) Welles wrote a radio play.
Key: d Grade: 04 Calibration: -7.08185E-1

*** RECORD 252 ***
Objective: READING/04/04/14
Display: P 03
What did Chelo do first?
a) She moved to the U.S.
b) She used colored ink pens.
c) She drew birds and animals.
d) She left her home in Mexico.
Key: c Grade: 04 Calibration: -7.53772E-1

*** RECORD 253 ***
Objective: READING/04/04/15
Display: P 08
What did the story say first about the whales?
a) One may be as large as ten elephants.
b) They are not fish.
c) They come up to the top of the water.
d) They swim past the harbor.
Key: a Grade: 04 Calibration: -8.47298E-1

*** RECORD 254 ***
Objective: READING/04/04/16
Display: P 15
What did the writer do before he heard his horse's name?
a) Walked slower than Joey
b) Learned about his horse Joey
c) Learned how to care for a horse
d) Fell to the end of the group
Key: c Grade: 04 Calibration: 2.00671E-1

```
       *** RECORD 255 ***
Objective:  READING/04/05/01
Display:    P 05
Why was Fred's stomach unhappy?
  a) Fred chased a butterfly.
  b) The butterfly disappeared.
  c) Fred hadn't eaten for one whole day.
  d) There was a hole in the fence.
Key: c   Grade: 04   Calibration: -1.81529

       *** RECORD 256 ***
Objective:  READING/04/05/02
Display:    P 11
You might have trouble finding a mini-horse to buy because they:
  a) have thick manes.
  b) are good pets.
  c) are very gentle.
  d) are quite rare.
Key: d   Grade: 04   Calibration: -5.75364E-1

       *** RECORD 257 ***
Objective:  READING/04/05/03
Display:    P 23
Why did inventing a toothbrush seem like a good idea?
  a) Rubbing teeth with a rag did a poor job.
  b) People no longer needed "tooth rags."
  c) Addis had a bone he'd saved.
  d) Addis couldn't wait for his term to end.
Key: a   Grade: 04   Calibration: -8.47298E-1

       *** RECORD 258 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:     Grade:    Calibration:  1.90096

       *** RECORD 259 ***
Objective:  READING/04/05/05
Display:    P 12
Why couldn't you take your dog to see Dr. Dinnes?
  a) He is an animal doctor.
  b) He often makes animals look better.
  c) He says he enjoys his job as a doctor.
  d) He does not treat ordinary pets.
Key: d   Grade: 04   Calibration: -8.00119E-1
```

```
       *** RECORD 260 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:    Grade:    Calibration:  1.81529

       *** RECORD 261 ***
Objective:  READING/04/05/07
Display:    P 24
Why did large crowds come to hear Douglas?
  a) He talked to all who would listen.
  b) He was a great speaker.
  c) He had had a cruel slavemaster.
  d) He went from town to town.
Key: b   Grade: 04   Calibration: -2.00671E-1

       *** RECORD 262 ***
Objective:  READING/04/05/08
Display:    P 09
When Albert gets angry, people near his cage have
to move fast because:
  a) they know the big gorilla is sick.
  b) the famous gorilla has a wrinkled face.
  c) he looks like a big monkey.
  d) he throws anything he gets his hands on.
Key: d   Grade: 04   Calibration: -1.20831

       *** RECORD 263 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:    Grade:    Calibration: -1.60343E-1

       *** RECORD 264 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:    Grade:    Calibration:  1.99243
```

```
      *** RECORD 265 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:    Grade:    Calibration:  1.20831

      *** RECORD 266 ***
Objective:  READING/04/05/12
Display:    P 27
Why did he get the degree in recreation?
  a) He had earned many honors.
  b) He wanted to work with kids.
  c) Not everyone can become a paid athlete.
  d) He was an ideal boxer.
Key: b   Grade: 04   Calibration:  4.89548E-1

      *** RECORD 267 ***
Objective:  READING/04/05/13
Display:    P 18
She became world famous for:
  a) learning to fly a plane.
  b) watching pilots fly their planes.
  c) flying alone across the Atlantic.
  d) flying around the world.
Key: c   Grade: 04   Calibration: -4.05465E-1

      *** RECORD 268 ***
Objective:  READING/04/05/14
Display:    P 03
Why do her drawings look like spider webs?
  a) They are made of many fine lines.
  b) Chelo draws on paper and cardboard.
  c) Many people have bought her drawings.
  d) They give Chelo much joy.
Key: a   Grade: 04   Calibration: -1.38629

      *** RECORD 269 ***
Objective:  READING/04/05/15
Display:    P 20
Being washed away in water will not destroy a rat because:
  a) he is sure to follow man.
  b) he can float for three days.
  c) he can climb a brick wall.
  d) he can wiggle through holes.
Key: b   Grade: 04   Calibration: -5.32217E-1
```

```
      *** RECORD 270 ***
Objective:  L/O/N/G
Display:

   a)
   b)
   c)
   d)
Key:    Grade:    Calibration: -1.99243

      *** RECORD 271 ***
Objective:  L/O/N/G
Display:

   a)
   b)
   c)
   d)
Key:    Grade:    Calibration: -4.59512

      *** RECORD 272 ***
Objective:  READING/04/05/18
Display:    P 15
Why was the writer nervous about a thousand-pound
creature stepping all over his heels?
   a) The writer had to pull hard on the reins
   b) Joey walked faster than the writer did.
   c) Joey went where he wanted to go.
   d) The writer was always at the end.
Key: b   Grade: 04   Calibration:  8.00427E-2
```

```
       *** RECORD 0 ***
Objective:   READING/04/06/01
Display:     P 11
This story is mostly about:
  a) kings and queens.
  b) pets for children.
  c) mini-horses.
  d) Disney horses.
Key: c    Grade: 04    Calibration: -1.51635

       *** RECORD 1 ***
Objective:   READING/04/06/02
Display:     P 23
This story is mostly about:
  a) an English prison.
  b) an invention.
  c) Washington's teeth.
  d) a prison guard.
Key: b    Grade: 04    Calibration: -4.05465E-1

       *** RECORD 2 ***
Objective:   L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:     Grade:     Calibration:   2.09074

       *** RECORD 3 ***
Objective:   READING/04/06/04
Display:     P 24
This story is mostly about how Douglass:
  a) was treated as a slave.
  b) ran away from a cruel slavemaster.
  c) stood up for black people's rights.
  d) taught himself to read and write.
Key: c    Grade: 04    Calibration: -2.81851E-1

       *** RECORD 4 ***
Objective:   READING/04/06/05
Display:     P 09
This story is mostly about:
  a) a sick gorilla.
  b) a hungry gorilla.
  c) an angry gorilla.
  d) a baby gorilla.
Key: c    Grade: 04    Calibration: -1.15268
```

```
        *** RECORD 5 ***
Objective:  READING/04/06/06
Display:    P 04
This story is mostly about:
  a) six tickets.
  b) the circus.
  c) a real bear.
  d) dancing horses.
Key: b   Grade: 04   Calibration: -1.90096

        *** RECORD 6 ***
Objective:  READING/04/06/07
Display:    P 21
This story is mostly about:
  a) the U.S. space agency.
  b) the planned snooper plane.
  c) the Viking robot.
  d) the Martian surface.
Key: b   Grade: 04   Calibration:  2.41162E-1

        *** RECORD 7 ***
Objective:  READING/04/06/08
Display:    P 31
This story is mostly about:
  a) a famous doctor.
  b) a wounded man.
  c) Provident Hospital.
  d) heart surgery.
Key: a   Grade: 04   Calibration: -2.00671E-1

        *** RECORD 8 ***
Objective:  READING/04/06/09
Display:    P 18
This story is mostly about:
  a) a trip to the fair.
  b) a brave woman.
  c) a history of airplanes.
  d) a roller coaster.
Key: b   Grade: 04   Calibration: -1.15268

        *** RECORD 9 ***
Objective:  READING/04/06/10
Display:    P 03
This story is mostly about:
  a) Chelo and her parents.
  b) a little girl.
  c) Mexico and the U.S.
  d) Chelo and her pictures.
Key: d   Grade: 04   Calibration: -1.45001
```

```
       *** RECORD 10 ***
Objective:  READING/04/06/11
Display:    P 02
This story is mostly about:
  a) China.
  b) trucks.
  c) ice cream.
  d) happy music.
Key: c   Grade: 04   Calibration: -2.31363

       *** RECORD 11 ***
Objective:  READING/04/06/12
Display:    P 16
This story is mostly about:
  a) Doug Fong's neighborhood.
  b) Doug Fong and his show.
  c) jobs in Sacramento.
  d) famous movie stars.
Key: b   Grade: 04   Calibration: -9.94622E-1

       *** RECORD 12 ***
Objective:  READING/04/06/13
Display:    P 20
This story is mostly about:
  a) how rats can float on water.
  b) the way rats turn blocks into dust.
  c) the great physical strength of rats.
  d) how man destroys rat burrows.
Key: c   Grade: 04   Calibration: -5.75364E-1

       *** RECORD 13 ***
Objective:  READING/04/06/14
Display:    P 19
This story is mostly about:
  a) the history of the Frisbee.
  b) the display in Washington.
  c) the uses of cookie tins.
  d) the Frisbee Pie Company.
Key: a   Grade: 04   Calibration: -8.95384E-1

       *** RECORD 14 ***
Objective:  READING/04/06/15
Display:    P 08
This story is mostly about:
  a) baby whales.
  b) gray whales.
  c) going to the harbor.
  d) a trip to the ocean.
Key: b   Grade: 04   Calibration: -1.26567
```

```
       *** RECORD 15 ***
Objective:  READING/04/07/01
Display:    P 29
You can tell from the story that the Mohawks' job is:
  a) lots of fun.
  b) not easy to learn.
  c) like a festival.
  d) done on reservations.
Key: b   Grade: 04   Calibration: -6.19039E-1

       *** RECORD 16 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:     Grade:     Calibration:  2.09074

       *** RECORD 17 ***
Objective:  READING/04/07/03
Display:    P 05
This story probably took place:
  a) on a sunny day.
  b) during the nighttime.
  c) on a rainy day.
  d) on a snowy day.
Key: a   Grade: 04   Calibration: -2.09074

       *** RECORD 18 ***
Objective:  READING/04/07/04
Display:    P 05
You can tell from the story that on Fred's side of the fence:
  a) there was no wind.
  b) there was not much grass.
  c) there were lots of trees.
  d) there were lots of butterflies.
Key: b   Grade: 04   Calibration:  4.00053E-2

       *** RECORD 19 ***
Objective:  READING/04/07/05
Display:    P 05
Fred probably made his stomach happy by:
  a) stepping on the grass.
  b) eating the grass.
  c) rolling in the grass.
  d) running over the grass.
Key: b   Grade: 04   Calibration:  1.60343E-1
```

```
        *** RECORD 20 ***
Objective:  READING/04/07/06
Display:    P 11
Mini-horses must not be very:
  a) heavy.
  b) playful.
  c) fast.
  d) colorful.
Key: a   Grade: 04   Calibration: -1.45001

        *** RECORD 21 ***
Objective:  READING/04/07/07
Display:    P 23
Addis must have been the type of prisoner who:
  a) enjoyed prison.
  b) fought with other prisoners.
  c) planned for his future.
  d) worked as a dentist.
Key: c   Grade: 04   Calibration:  2.41162E-1

        *** RECORD 22 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:    Grade:    Calibration:  1.26567

        *** RECORD 23 ***
Objective:  READING/04/07/09
Display:    P 06
On their trips, the Indians must have had very little:
  a) water.
  b) food.
  c) sleep.
  d) time.
Key: a   Grade: 04   Calibration:  0.00000

        *** RECORD 24 ***
Objective:  READING/04/07/10
Display:    P 17
The mice must have been afraid of the cat because she:
  a) interrupts meetings.
  b) eats their food.
  c) kills mice.
  d) is too noisy.
Key: c   Grade: 04   Calitration: -1.04597
```

```
      *** RECORD 25 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:    Grade:    Calibration:  7.08185E-1

      *** RECORD 26 ***
Objective:  READING/04/07/12
Display:    P 01
The writer's mom probably doesn't like Joe's tail because:
  a) it looks like a snake.
  b) it is too long.
  c) it is pink.
  d) it is too skinny.
Key: a   Grade: 04   Calibration: -8.95384E-1

      *** RECORD 27 ***
Objective:  READING/04/07/13
Display:    P 01
You can tell from the story that Joe is:
  a) afraid of dogs.
  b) a good pet.
  c) very young.
  d) a big eater.
Key: b   Grade: 04   Calibration: -1.32493

      *** RECORD 28 ***
Objective:  READING/04/07/14
Display:    P 07
At the end of the story, you can tell that the seeds are:
  a) in a garden.
  b) in the store.
  c) in the garbage.
  d) in a purse.
Key: a   Grade: 04   Calibration: -1.58563

      *** RECORD 29 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:    Grade:    Calibration:  2.41162E-1
```

```
      *** RECORD 30 ***
Objective:  READING/04/07/16
Display:    P 21
You can tell from the story that the snooper plane:
  a) is not difficult to build.
  b) will find life on Mars.
  c) will scoop up samples of dirt.
  d) has not yet been built.
Key: d   Grade: 04   Calibration:  1.58563

      *** RECORD 31 ***
Objective:  READING/04/07/17
Display:    P 26
The people on the highways were probably trying to get out of:
  a) Mercury Theater.
  b) police stations.
  c) New Jersey.
  d) the crowds.
Key: c   Grade: 04   Calibration: -2.00671E-1

      *** RECORD 32 ***
Objective:  READING/04/07/18
Display:    P 26
The "news" that Martians had landed must have:
  a) made people laugh.
  b) terrified many people.
  c) made people want to fight.
  d) made people go to the radio station.
Key: b   Grade: 04   Calibration: -7.08185E-1

      *** RECORD 33 ***
Objective:  READING/04/07/19
Display:    P 18
You can tell from the story that Amelia wanted to:
  a) see different countries.
  b) prove what women can do.
  c) disappear in a plane.
  d) get away from people.
Key: b   Grade: 04   Calibration: -1.32493

      *** RECORD 34 ***
Objective:  READING/04/07/20
Display:    P 03
Chelo's mom and dad must have wanted her to:
  a) stop drawing pictures.
  b) keep drawing pictures.
  c) be afraid of spiders.
  d) draw pictures of spiders.
Key: b   Grade: 04   Calibration: -1.20831
```

```
      *** RECORD 35 ***
Objective:  READING/04/07/21
Display:    P 14
You can tell from the story that aikido is:
  a) newer than judo.
  b) less well known than judo.
  c) more dangerous than judo.
  d) more popular than judo.
Key: b   Grade: 04   Calibration:  6.63294E-1

      *** RECORD 36 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:     Grade:     Calibration:  2.41162E-1

      *** RECORD 37 ***
Objective:  READING/04/07/23
Display:    P 19
Why do you think players shouted a warning?
  a) They didn't want others to play.
  b) The pie company wanted its pans back.
  c) A flying pie pan could hurt someone.
  d) They were angry with one another.
Key: c   Grade: 04   Calibration: -1.20831

      *** RECORD 38 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:     Grade:     Calibration: -2.00671E-1

      *** RECORD 39 ***
Objective:  READING/04/07/25
Display:    P 15
Who do you think was "the boss"?
  a) The writer
  b) Scott
  c) Chief
  d) Joey
Key: d   Grade: 04   Calibration:  1.20831
```

```
       *** RECORD 40 ***
Objective:   READING/04/07/26
Display:     P 15
You can tell from the story that Joey:
   a) wanted his rider to like him.
   b) was a very large horse.
   c) knew how to get his own way.
   d) was a very young horse.
Key: c    Grade: 04   Calibration:  2.41162E-1

       *** RECORD 41 ***
Objective:  L/O/N/G
Display:

   a)
   b)
   c)
   d)
Key:     Grade:     Calibration: -6.63294E-1

       *** RECORD 42 ***
Objective:  L/O/N/G
Display:

   a)
   b)
   c)
   d)
Key:     Grade:     Calibration: -1.20831

       *** RECORD 43 ***
Objective:  L/O/N/G
Display:

   a)
   b)
   c)
   d)
Key:     Grade:     Calibration: -1.99243

       *** RECORD 44 ***
Objective:  L/O/N/G
Display:

   a)
   b)
   c)
   d)
Key:     Grade:     Calibration: -4.59512
```

```
       *** RECORD 45 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:    Grade:    Calibration:  2.09074

       *** RECORD 46 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:    Grade:    Calibration:  1.26567

       *** RECORD 47 ***
Objective:  READING/04/09/03
Display:    P 21
Why do you think the writer wrote this story?
  a) To make the reader laugh
  b) To teach an important lesson
  c) To tell some interesting facts
  d) To persuade the reader to do something
Key: c   Grade: 04   Calibration: -3.63965E-1

       *** RECORD 48 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:    Grade:    Calibration:  7.08185E-1

       *** RECORD 49 ***
Objective:  READING/04/09/06
Display:    P 15
The writer probably wrote this story to:
  a) make the reader afraid.
  b) tell some important facts.
  c) make the reader sad.
  d) make the reader laugh.
Key: d   Grade: 04   Calibration:  1.20831
```

```
      *** RECORD 50 ***
Objective:  READING/04/10/01
Display:    P 29
Why do you think the steelworkers need great courage?
  a) They must go through years of training.
  b) They risk falling from great heights.
  c) They belong to a large union.
  d) They've been in the business a long time
Key: b   Grade: 04   Calibration:  8.00427E-2

      *** RECORD 51 ***
Objective:  READING/04/10/02
Display:    P 28
How do you think Andy felt about his younger brother Ryan?
  a) He felt sorry for him.
  b) He was very fond of him.
  c) He was bothered by him.
  d) He was too busy to notice him.
Key: b   Grade: 04   Calibration: -3.22773E-1

      *** RECORD 52 ***
Objective:  READING/04/10/03
Display:    P 12
How do you think Dr. Dinnes feels about the
animals he works with?
  a) He doesn't like them.
  b) He likes them.
  c) He hates them if they bite him.
  d) He doesn't know whether he likes them.
Key: b   Grade: 04   Calibration: -1.65823

      *** RECORD 53 ***
Objective:  READING/04/10/04
Display:    P 13
People probably want Susan's face on the new coin because:
  a) they want to honor her.
  b) they think she had a pretty face.
  c) Susan was fond of money.
  d) Susan died many years ago.
Key: a   Grade: 04   Calibration: -2.81851E-1

      *** RECORD 54 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:    Grade:    Calibration:  2.41162E-1
```

```
      *** RECORD 55 ***
Objective:  L/O/N/G
Display:

   a)
   b)
   c)
   d)
Key:     Grade:     Calibration: -2.00671E-1

      *** RECORD 56 ***
Objective:  READING/04/10/07
Display:     P 04
How do you think John felt about the day at the circus?
   a) He was quiet about it.
   b) He wanted a birthday party instead.
   c) He was happy about it.
   d) He couldn't wait to get home.
Key: c   Grade: 04   Calibration: -2.09074

      *** RECORD 57 ***
Objective:  READING/04/10/08
Display:     P 31
Dr. Williams' early work in open heart surgery probably helped:
   a) mostly white people with heart trouble.
   b) mostly black people with heart trouble.
   c) all people with heart trouble.
   d) only people in Chicago.
Key: c   Grade: 04   Calibration: -2.00671E-1
```

APPENDIX J

SECONDARY READING PASSAGES

-- Secondary Reading Passage 2 --

Read the following story and answer the questions.

To my friend Hanna, at five, I am a grown up. I don't feel like one--at nineteen, I'm at the midway pooint between the kindergartner and her mother and I belong to neither generation--but I can vote, and drink in New York, and marry without parental consent in Mississippi, and get a life sentence, not reform school, if I shoot someone premeditativly. Walking with Hanna in New York and keeping to the inside, as the guidebooks tell me, so that doorway muggers lunging out will get not her but me, I'm suddenly aware that, of the two of us, I am the adult, the one whose life means less, because I've lived more of it already; I've moved from my position as protected child to child protector; I am the holder of a smaller hand where, just ten years ago, my hand was held through streets whose danger lay not in the alleys but in the roads themselves, the speeding cars, roaring motorcycles. I have left childhood, and though I longed to leave it, when being young meant finishing your milk and missing "Twilight Zone" on TV because it came on too late, now that it's gone I'm uneasy. Not fear of death yet (I'm still young enough to feel immortal) or worry over wrinkles and gray hair, but a sense that the fun is over before it began, that I'm old before my time--why isn't someone holding my hand still, protecting me from the dangers of the city, guilding me home?

Hanna doesn't look where we're going, never bothers to make sure she can find her way home again, because she knows I will take care of those things, and though I feel I am too young to be so old in anybody's eyes, it's just a feeling, not a fact. When it rains, she gets the plastic rain hat, and when the ball of ice cream on here cone falls, I give her mine. But if Hanna uses my ice cream and my hat, my knowledge of the subways and my hand, well I use Hanna too: she'smy excuse to ride the a ferris wheels, to shop for dolls. And when the circus comes to town--Ringling Brothers, no less--and I take her, everything evens up. Walking to Madison Square Garden, stepping over sidewalk lines and dodging muggers, she is my escort more than I am hers.

BLANK PAGE
DO NOT FILM

-- Secondary Reading Passage 1 --

Read and answer the following questions.

Evidence indicates that exercise plays a more important role in weight control than does diet. A recent study compared the dietary intake of equal numbers of fat and nonfat girls from two Massachusetts hight schools. The findings were surprising. Most of the obese girls did not eat more than their normal-weight counterparts; they actually ate less.

How could this be? Well, the study showed something else. The obese girls were also less active. They spent a great deal more time in sitting activities--for example, they spent four times as many hours watching television--and when they were active, they "moved" considerably less than the other girls. Motion pictures taken while the girls played volleyball and tennis and swam revealed that the obese girls were in motion only a fraction of the time when compared to the normal-weight girls. Excluding those times when action stopped while balls were being retrieved, the obese girls were essentially motionless 65 percent of the time in tennis and 80 percrnt of the time in volleyball. During swimming they were eveb less active. Interestingly, upon qwestioning it was found that the obese girls were totally unawere of their lack of "participation" in activities. Similar studies of obese and non-obese boys yeilded the same results.

Another myth regarding exercise is that the more you esercise, the more you will want to eat. The fact is that moderate exercise does not increase your desire or need for food.

-- Secondary Reading Passage 3 --

Read the following article and answer the next questions.

Recently, a panel of experts was commissioned by the President's Council on Physical Fitness and Sports to evaluate 14 of the most popular forms of exercise as to the contribution each made to cardio-respiratory fitness, muscle development, weight control, digestion and sleep. Jogging received the highest score.

Nobody really knows how jogging got started. One of the first recorded jogs occurred in 490 B.C. when a young Greek soldier named Pheidippides ran from the plains of Marathon to the city of Athens--a distance of some 26 miles--with the news that the Persian army had been defeated. Unfortunately, after shouting, "Rejoice, we conquer!" he fell over dead.

Today, most people jog for the opposite reason--to keep from falling over dead. In fact, jogging programs are often referred to as "Run-for-Your-Life" programs. And well they should be. Jogging is the perfect conditioning activity: it's vigorous enough to give the whole body a good workout, particularly the cardio-vascular system, yet leisurely almost anyone to to engage in.

At least part of jogging's popularity lies in its simplicity. It requires no special equipment. Dexterity is not a prerequisite. And it can be done almost anywhere at anytime. There's no doubt about it, jogging is the least expensive, quickest and most efficient way to achieve physical fitness.

-- Secondary Reading Passage 4 --

Read the following story and answer the next questions.

The worst job I had was wrorking for an engineering company, out in the field with a survey crew, near Okeene, Oklahoma, the rattle-snake center of the world. It's famous for that. Every year they have an all-out rattlesnake hunt. And I was in Okeene, wroking up to my hips in thick grass where no man could see a rattlesnake even if he spent all his time looking. You could hear them, though, and sometimes feel them. There were four surveyors on that crew. I was the youngest. I was there because my father knew the boss and I was supposed to be a hotshot in math. Instead of a slide rule, however, I had a snake-bite kit and I had to be ready to use it: I would first slash the wound, then suck out the venom. I wasn't really looking forward to doing that. I spent that first week walking tiptoe around the Okeene grasslands, all ready to die. After a while, I resigned myself to whatever fate might bring. If I was going to get bit, I'd get bit. Luckily for me, I didn't.

I didn't like Okeene. The first day I was there, I went to get something to eat and all they had was fried rattlesnake meat. Rattlesnake meat was as big in Okeene as chili was in Albuquerque. So I ordered it. But by the time it arrived, my mind had turned my stomach against it. When I tasted it, I went hungry.

One day, out in the field, we were attacked by a swarm of bugs, millions of them. I was slapping away, going crazy with the thought of being eaten alive, and staggered out of control and fell clumsily into a muddy creek. I decided then that I preferred a desk job and got myself shifted to working on blueprints in the company's civil engineering section. I didn't particularly enjoy that either, but I never complained. Whenever I got bored, I just thought of Okeene.

-- Secondary Reading Passage 5 --

Read the following story and answer the next questions.

It was awful cold when the Old Man hit me a lick in the ribs with his elbow and said, "Get up, boy, and fix that fire." The stars were still up, frosty in the sky, and a wind was whistling round the corners of the tent. You could see the fire flicker just a mite against the black background of the swamp. Mister Howard was still snoring on his side of the pine-needle-canvas bed, and I remember that his mustache was riffling, like marsh grass in the wind. Over in Tom and Pete's tent you could hear two breeds of snores. One was squeaky, and the other sounded like a bull caught in a bob-wire fence. I crawled out from under the covers, shivering, and jumped into my hunting boots, which were stiff and very cold. Everything else I owned I'd slept in.

The fire was pretty feeble. It had simmered down into gray ash, which was swirling loosely in the morning breeze. There was just a little red eye blinking underneath the fine talcumy ashes. After kicking some of the ashes aside with my boot, I put a couple of lightwood knots on top of the little chunk of glowing coal, and then I dragged some live-oak logs over the top of the lightwood and waited for her to catch. She caught, and the tiny teeth of flame opened wide to eat the oak. In five minutes I had a blaze going, and I was practically in it. It was mean cold that morning.

-- Secondary Reading Passage 6 --

Read the following article and answer the next questions.

Moto-cross racing! The newest and most exciting style of motorcycle racing today has captured the attention of American motorcycle enthusiasts. although moto-cross racing has become popular in the United States only within the last few years, it is already an established national sport throughout Europe. Moto-cross racing began near Paris in the late 1940's and became officially organized there in 1952. Today, European moto-cross events attract crowds of over twenty thousand fans.

A moto-cross event consists of two or three heats, or "motos". Each moto lasts between fifteen and forty-five minutes. With so much time to complete each race, a rider can spill, remount, catch the "pack"--and still place high in the standings.

Moto-cross racing is staged on a closed course of rough terrain. Dangerous obstacles are cleared from the track. But gullies, hills, water holes, and gutted, sharp corners are very much a part of a moto-cross event. It is no wonder that moto-cross racing is second only to soccer as the most physically demanding sport in the world.

Not all Americans approve of motorcycle racing, however. Many complain that motorcycles cause "noise pollution." As a result, many motorcycle clubs now rule that each machine in competition must have a silencer connected to the exhaust pipe to reduce offensive noise.

Moto-cross racing was destined to find its way to the shores of America. We have over 4 million motorcycle riders, and these enthusiasts are always seeking new methods of racing to further test themselves and their machines.

-- Secondary Reading Passage 7 --

Read the following story and answer the next questions.

The summer of 221 A.D. was a scorcher in Rome. But while most of the citizens sweltered, the Emperor could command a measure of relief. He ordered a thousand slaves into the mountains to bring back a caravan-load of snow to cool the imperial gardens.

But the Emperor was not by any means the father of air conditioning. Centuries before him, Egyptians learned to store water in reservoirs on house roofs. They used this water to wet down outside walls. The dry desert winds evaporated the water, cooling the interiors. In India, almost everyone knew that a wet mat, hung in the wind across an open door, cooled the incoming breeze.

These crude systems applied principles still useful today. First, as sustances melt or evaporate, they absorb heat from whatever is nearby. Second, comfort demands both temperature control and air circulation. Even a summer sufferer who merely fans himself feels some relief, since moving the air make perspiration evaporate faster, cooling the skin.

But, for most of history, a wholly satisfactory way to keep people cool in hot weather remained elusive. A major stumbling block was humidity control. Engineers found that this factor was as crucial to controlling interior climate as temperature and air movement.

It was not until 1902 that a young Buffalo engineer, Willis Carrier, designed a machine that dehumidified as well as cooled and circulated the air. His air conditioning system is the one universally used today.

-- Secondary Reading Passage 8 --

Read the following article and answer the next questions.

It may sound strange, but drowning in cold water could save your life. Such was the case for an 18-year-old student from Jackson, Michigan, who was trapped in his submerged car in a frozen pond for 38 minutes. Although rescuers pronounced him dead at the scene, he was revived and two weeks later was able to return to college, where he is now an A student.

A physician also "drowned" in a cold lake near Ann Arbor. But after 15 minutes of submersion, he was revived and has resumed his medical practice, showing no signs of mental impairment.

These are only two of 11 cases of "cold water drownings" in which the victims were revived successfully without brain damage or other ill effects. These findings have led a University of Michigan researcher, Dr. Martin J. Nemiroff, to challenge the accepted belief that a drowning victim is unlikely to survive after four or five minutes under water. This limit is based on the fact that the human brain suffers irreversible damage if deprived of oxygen for more than four minutes.

Then what saved the cold water victims? Dr. Nemiroff suggests that the "mammelian diving reflex," combined with the coldness of the water, may explain their survival. The diving reflex was first identified in sea-going mammals such as the whale and porpoise. In an emergency, the porpoise can remain submerged without breathing for 20 minutes, the whale for up to two hours. The reflex slows the heartbeat and lessens the flow of blood to the skin, muscles and other tissues, thus saving the blood's oxygen for the brain.

-- Secondary Reading Passage 9 --

Read the following story and answer the next questions.

It was a stormy New England morning. As I went about my housework, I paused often to gaze out at the dripping, wind-tossed scenery. Just before noon I noticed an appealing wet Airdale terrier wandering around in my garden. Thinking he was lost, I coaxed him into my house. "Poor puppy," I muttered as I rubbed him briskly with an old towel. After two bowls of warm milk, he settled contentedly in front of the fire.

His only identification was a metal tag attached to his collar. It was inscribed with a rabies-injection number and the name and telephone number of a pet hospital, but no city. I called the number, but the answering party had never heard of the pet hospital. I called the police stations in my area, veterinarians, animal shelters, kennel clubs, and all the dog lovers I knew. But it was all in vain; I drew blanks everywhere.

I finally called the long-distance operator and described my problem. I asked her if the number might be out of state. She eventually called back to report that she had tracked the number to Phoenix, Arizona. She then offered to connect me with the pet hospital named on the dog's tag. As I waited for the call to go through I chuckled smugly to myself. "Quite a detective, if I do [illegible]y so myself," I thought.

When the veterinarian answered, I read him the rabies-injection number. He checked his records and found that the dog had recently moved to Andover, Massachusetts--and lived in the house next to mine.

-- Secondary Reading Passage 10 --

Read the following article and answer the next questions.

Would you be interested in owning a wild Burro? The Federal Bureau of Land Management hopes so. It is looking for families who like animals, have some land, and would be willing to "adopt" wild burros as pets. The goal is to remove 250 burros from the Saline Valley of Inyo County, California. The Bureau says the burros are eating too much of the sparse desert vegetation. As a result, the burros and other animals are being threatened with starvation.

The Saline Valley burros are descendants of burros turned loose years ago by miners who no longer needed them. Because of their toughness they multiplied and began crowding out other animals as well as each other from food and water. Reducing the burro population through "adoption" is one answer to this problem.

Bureau officials say that domesticating a wild burro is a fairly easy job. It is not uncommon, they point out, for a person to be riding a burro the day after receiving the animal. Because burros are such sociable animals, they make friends with dogs, cows, and horses as well as with people. They also make wonderful pets. The burros can be used as pack animals, hitched up to carts for children, or ridden. They cannot be used, however, in commercial activities.

These hardy animals are not difficult to keep--they can live almost anywhere and eat almost anything. They live into their 30's,m reach a shoulder height of about 4-1/2 feet, and weight 400 to 600 pounds.

-- Secondary Reading Passage 11 --

Read the following story and answer the next questions.

He was my cat, but I didn't know him very well. As a kitten he had been venturesome--the first to explore the house and go outside. That was why he was named Marco Polo, soon shortened to Marco, to which he responded, if he felt like it, with a slight twitch of an ear.

He spent most days roaming the woods, back of our house. Sometimes I'd run into him there, and it would be almost as if two strangers were meeting, with hardly more than a glance exchanged. But he always came home to eat and sleep. So at least to that extent he was my cat.

Probably I'd not have missed Marcdo too much if one day he had failed to return , but something else happened. I heard the screech of car brakes and ran out to find him lying in the ditch, head thrown back, eyes wide open, unseeing.

There was no sign of life. I put him in a cardboard box, started looking for tools to dig a grave, then heard a faint moan--Marco was not dead. As best I could, I nursed him, and finally he was on his feet again, fully recovered--or so I thought. Little by little, I realized that something had happened to Marco. When we were both outside one day, I was struck by his peculiar gait, a stiff, cautious lope, each paw raised high, then thrust forward slowly. A hasty examination revealed nothing wrong that I could detect. Then as I made a sudden noise he flinched and ran-and crashed headlong into a basket left lying in the path. He was blind.

-- Secondary Reading Passage 12 --

Read the following article and answer the next questions.

As is everyone else connected with *Star Trek's* production, Fred, the television show's makeup wizard, is continually fighting the battle of time and money.

There never seems to be enough of either one to go around. During the time Fred has been with *Star Trek*, he has had to create a phenomenally wide variety of alien-looking creatures--all of whom have been quite human underneath it all.

Although Fred concedes that making Mr. Spock's ears back during the days of Pilot Number 1 turned out to be quite a problem, he no longer considers the ears a difficulty. Due to a number of minor modifications over a period of time, the ears fit so perfectly that the only problem, as far as he is concerned, is the length of time it still takes him to apply them. (There are times, however, when Leonard Nimoy considers them a pain in the ear.)

One of the most difficult makeup jobs Fred has had to tackle on Star Trek was in connection with the episode entitled "The Deadly Years." In this show, Kirk, Spock, McCoy, and Scotty were supposed to age to ninety years old, through four separate stages. The first stage coul be handled with makeup, but the remaining three stages had to be *accomplished* by hand-making specially constructed pieces of rubber for each stage. These pieces of rubber were used to build up certain facial areas in order to create *wrinkles*, sagging chins, *sagging* jowls, etc. This whole process required twelve separate plaster models, just to make the special pieces of rubber. The last stage of "aging" required make up time of three hours each on Kirk, McCoy, and Scott.

-- Secondary Reading Passage 13 --

Read the following article and answer the next questions.

"Houdini lives within me--he's working a comeback through me. He's guiding me, and I'm glad to be a part of it." So claims Chris Chalin, a 26-year-old Californian who believes that he is Houdini--reincarnated.

Harry Houdini, the greatest escape artist of all time, died on Halloween in 1926, long before Chalen was born. "But my birthday, July 30, 1951, is the same day that Houdini's mother Cecilia was buried in a New York City cemetery, and I've known that Houdini is within me since I was seven," Chalin insists. At that age he untied himself for the first time while lying on the bottom of a swimming pool. "Something told me how to get loose--it was easy," he explains.

While growing up in Harrison, Hew York, and Maina Del Rey, California, Chalin used escapism mainly to entertain himself and friends. Recently, however, Cvhalin turned professional, and his first big feat was to break out of an escape-proof California jail cell. He has sworn to authorities not to reveal how he did it.

Chalin claims that nothing--police handcuffs, chains, blinders--can stop him. "My chemistry cannot be held. It's the Houdini in me. People who know him say they can see him in my eyes," he declares. Chalin had himself chained and shackled, head and foot, and thrown in the Marina Del Rey Channel. He was up and free in two minutes.

Soon Chalin intends to prove he7s really ahoudini, "by doing something novody but Harry could. I'm going to have myself buried alive, 25 feet down under rock and cement, in a glass casket. And I'll get out!"

-- Secondary Reading Passage 14 --

Read the following article and answer the next questions.

Everybody knows about the time they crossed a crocodile with an abolone. Right, they got a crocabalone.

Well, not to be outdone, Val Chapman has come up with what he says is a cross between a cat and a rabbit. He calls it a cabbit.

"One day my wife heard the dogs barking out back," he recalled. "She saw what she thought weas a deformed cat and took it inside.

"Everybody thinks I'm crazy, but I think this is an animal that is half cat and half rabbit," he said. The strange creature hops like a rabbit and meows like a cat. The owners feed it dry cat food, plus lettuce, carrots, raw potatoes and cabbage. The female animal, which weighs 4 pounds and is about a year old, has claws on all four legs--but no tail. It has cat's hair toward the front, but the hair's consistency becomes more like fur toward the rear.

"It catches mice, but doesn't eat them," Chapman said. Chapman is one of the exhibitors at the Los Angeles Treasure Show, and he plans to have Cabbit on display. Also on hand will be her 5-week-old son, named Racat, which also looks like a kitten but hops like a bunny. He came into being when the mother was mated with a tomcat, according to Chapman.

"I don't know how this all came about. The mother instinct is something no one understands," Chapman expounded. "Maybe a mother cat lost her kittens and came upon an abandoned litter of rabbits."

Is it a put-on? Commenting on Chapman's Cabbit, Harvey Fischer, a curator at Los Angeles Zoo, said genetic differences between cats and rabbits would bar the creation of cabbits. "Let's put it this way: Can you mate a butterfly and a fish?" he asked. "It's impossible!"

The little bundle of fur said nothing, but simply sat there, grinning like a Cheshire rabbit.

— Secondary Reading Passage 15 --

Read the following article and answer the next questions.

Who is the greatest athlete of all time? There can, of course, be no single answer to such a question. The ancient Greeks considered a gladiator, Theogenes, the greatest. Theogenes is said to have faced and killed 1,425 men in single combat. Modern sports fans might prefer someone gentler like Willie Mays, O.J. Simpson, or Walt Frazier.

Whenever great athletes are mentioned, though, one name does keep cropping up: Jim Thorpe. Jim Thorpe was an American Indian who excelled in many sports, not just one. He has been called the greatest football player, even though he weighed under 200 pounds. He was a major league baseball player, too.

That's not all. He was a great track star. He once scored enough points all by himself to defeat another college in a track meet. In the 1912 Olympics he won both the pentathlon and the decathlon.

That's still not all. He also excelled in gymnastics, swimming, hockey, basketball, handball, wrestling, and lacrosse.

At the close of the 1912 Olympics, the King of Sweden called Jim "the greatest athlete in the world." Forty years later, sports writers called him the greatest male athlete of the 1900's. There has never been another quite like him.

-- Secondary Reading Passage 15 --

Read the following article and answer the next questions.

Who is the greatest athlete of all time? There can, of course, be no single answer to such a question. The ancient Greeks considered a gladiator, Theogenes, the greatest. Theogenes is said to have faced and killed 1,425 men in single combat. Modern sports fans might prefer someone gentler like Willie Mays, O.J. Simpson, or Walt Frazier.

Whenever great athletes are mentioned, though, one name does keep cropping up: Jim Thorpe. Jim Thorpe was an American Indian who excelled in many sports, not just one. He has been called the greatest football player, even though he weighed under 200 pounds. He was a major league baseball player, too.

That's not all. He was a great track star. He once scored enough points all by himself to defeat another college in a track meet. In the 1912 Olympics he won both the pentathlon and the decathlon.

That's still not all. He also excelled in gymnastics, swimming, hockey, basketball, handball, wrestling, and lacrosse.

At the close of the 1912 Olympics, the King of Sweden called Jim "the greatest athlete in the world." Forty years later, sports writers called him the greatest male athlete of the 1900's. There has never been another quite like him.

-- Secondary Reading Passage 16 --

Read the following story and answer the next questions.

Mother shook her head sadly, sighed, and gave him more porridge. We boys adored the look of the man; the girls, fastidious, were more uncertain of him. But he was no tramp or he wouldn't be in the kitchen. He had four bright medals in his pocket, which he would produce and polish and lay on the table like money. He spoke like nobody else we knew; in fact we couldn't understand many of his words. But Mother seemed to understand him, and would ask him questions, and look at the photographs he carried in his shirt and sigh and shake her head. He talked something of battles and of flying in the air, and it was all wonderful to us.

He was no man from these parts. He had appeared on the doorstep one early morning, asking for a cup of tea. Our Mother had brought him in and given him a whole breakfast. There had been blood on his face and he had seemed very weak. Now he was in a kitchen with a woman and a lot of children, and his eyes shone brightly, and his whiskers smiled. He told us he was sleeping in the woods, which seemed to me a good idea. And he was a soldier, because Mother had said so.

-- Secondary Reading Passage 17 --

Read the following story and answer the next questions.

Since Glacier Peak, the hiking had been easy and enjoyable, and the trail to Stevens Pass looked good. But these conditions could be merely nature's bait, to lure me beyond Stevens Pass and then submerge me in a hell worse than that to the north. There, 25 miles away, lay the place where I must decide on the fate of the trek. There was no doubt that what I had already acconmplished was rewarding enough. Should I leave it at that? But what about the terrain ahead? Would Rainier, the High Sierra, the California desert be places I would have gone, if...I didn't want to risk my life, but I also didn't want to live my life regretting the challenge I had missed.

The small, ski-resort village of Stevens Pass, which consisted of a gas station and ski-patrol hut, was before me late that afternoon. The walk had been relatively snowless and level, leaving my mind free to reflect on the future of my trek. My mind wandered to the mountains ahead--to Oregon and California--searching for a clue of what they might be like, scouting ahead and pondering my decision. As I walked down to the village, I realized that there was nothing to decide, I had gotten this far; I would go on.

-- Secondary Reading Passage 18 --

Read the following story and answer the next questions.

When 3-year-old Neva Bedford went out to play on the swing set in her back yard last week, there was a three-foot long rattlesnake coiled beneath it. The young girl was bitten twice on the left ankle. She was rushed to Grossmont Hoospital by Santee Fire Department Paramedics and admitted to the hospital about 6 p.m. Wednesday evening. The child spent two days in the intensive care unit.

"She's doing fine now--she came home Saturday," her mother, Tony Bedford, said Monday. The doctors are not too worried about the condition of the girl's leg, Mrs. Bedford said, but there is some concern about damage to the kidneys caused by the snake venom.

Mrs. Bedford said a large rattlesnake was killed Friday near her home and that others have been seen in the area in the past.

"It seems as if the area is infested with them," she said. The Poison Information Center at University Hospital has reported an increase in the occurrence of rattlesnake bites, including a recent case in La Jolla in which a man died within an hour after being bitten.

-- Secondary Reading Passage 19 --

Read the following story and answer the next questions.

Maycomb was an old town, but it was a tired old town when I first knew it. In rainy weather the streets turned to red slop; grass grew on the sidewalks, the courthouse sagged in the square. Somehow, it was hotter then: a black dog suffered on a summer's day; bony mules hitched to Hoover carts flicked flies in the sweltering shade of the live oads on the square. Men's stiff collars wilted by nine in the morning. Ladies bathed before noon, after their three-o'clock naps, and by nightfall were like soft teacakes with frostings of sweat and sweet talcum.

People moved slowly then. They ambled across the square, shuffled in and out of the stores around it, took their time about everything. A day was twenty-four hours long but seemed longer. There was no hurry, for there was nowhere to go, nothing to buy and no money to buy it with, nothing to see outside the boundaries of Maycomb County. But it was a time of vague optimism for some of the people: Mayucomb County had recently been told that it had nothing to fear but fear itself.

-- Secondary Reading Passage 20 --

Read the following article and answer the next questions.

Aside from the domination of time, perhaps the most devastating part of the TV legacy is the destruction of communication among family members. With everyone perceiving precisely the same image on a television screen, there are no unique perspectives for individuals. There is, therefore, really nothing to talk about. Try discussing a program you have seen on TV with someone who saw the same program. You can cover three hours of viewing in a handful of sentences.

The dilemma was illustrated in a recent New Yorker cartoon. It showed a street in a neighborhood full of apartment houses. In every window of ever apartment a family could be seen watching a parade on their TV set . On the street below, the parade was passing with drum majorettes, bands playing, and flags waving. The sidewalks, however, were deserted. The caption read, "Will someone please close the window so we can hear the parade?"

Had these cartoon people seen the parade from the street, each would have had a slightly differednt perspectibve. A person on one side of the street would see, hear, smell, and feel something different from what a person would experience on the other side of the street. Even two people standing next to one another would each have a unique perceptual experience--each perceiving the sights, smells, temperature, noise, etc., in differing patterns and varying intensities.

— Secondary Reading Passage 21 —

Read the following story and answer the next questions.

The unicorn lived in a lilac wood, and she lived all alone. She was very old, though she did not know it, and she was no longer the careless color of sea foam, but rather the color of snow falling on a moonlit night. But her eyes were still clear and unwearied, and she still moved like a shadow on the sea.

She did not look anything like a horned horse, as unicorns are often pictured, being smaller and clovenhoofed, and possessing that oldest, wildest grace that horses have never had, that deer have only in a shy, thin imitation and goats in dancing mockery. Her neck was long and slender, making her head seem smaller than it was, and the mane that fell almost to the middle of her back was as soft as dandelion fluff and as fine as cirrus. She had pointed ears and thin legs, with feathers of white hair at the ankles; and the long horn above her eyes shone and shivered with its own seashell light even in the deepest midnight. She had killed dragons with it, and healed a king whose poisoned wound would not close, and knocked down ripe chestnuts for bear cubs.

Unicorns are immortal. It is their nature to live alone in one place: usually a forest where there is a pool clear enough for them to see themselves—for they are a little vain, knowing themselves to be the most beautiful creatures in all the world, and magic besides.

-- Secondary Reading Passage 22 --

Read the following article and answer the next questions.

For many centuries the spleen was considered the organ of bad temper. We still use the word to mean ill humor, peevish temper, or spite. Even today we know very little about the spleen. We can live without it quite comfortably. As far as I know, people who have had their spleens taken out are just as bad-tempered as they were before.

The spleen is fairly large; in a grown person it is about the size of the fist. It lies below the diaphragm, behind the stomach, and a little above the left kidney; and it is purplish-red in color. It holds a lot of blood, and it acts as a blood reservoir, releasing blood when you need it--for example, when you cut yourself badly. Its most important work will probably surprise you: it destroys red blood cells. This work is done by both spleen and the liver. But red blood cells are so valuable. Why must they be destroyed?

The reason is that they wear out in about thirty days. When they are worn out, your body destroys them and uses the materials from which they are made to help make new red cells. Some of the materials are used for other purposes too.

This process goes on constantly. Every second, your spleen and your liver destroy about ten million worn-out red blood cells. These must be replaced, of course. Every second, therefore, about ten million new red blood cells come into existence. They are made, not in any one special organ, but throughout your body, inside your bones.

-- Secondary Reading Passage 23 --

Read the following story and answer the next questions.

The light of the moon was diluted by clouds, and the lure was about halfway back to the boat when the bass hit. There are many descriptions of the sound made by bass taking on top, but the best I can do is to say it reminded me of a dog falling out of the boat.

This fish meant business, but his attempt to swallow the black Jitterbug was only half successful. When the hooks went home the bass went wild. He lunged into the air twice in rapid succession--I could hear but not see--then bored down and out, weaving my line in and out the numerous stumps and snags.

I informed my fishing partner that we must not, at all costs, lose this fish, for it would certainly break the state record of 11 pounds, 11 ounces. With the aid of furious paddling and a 15-pound-test line we managed to boat the bass.

I was convinced that this was a real lunker, but I revised my estimate when I aimed the flashlight beam into the net. "Not as big as I thought he was," I commented, grabbing him in the mouth and avoiding the treble hooks. "Good fish, though' I figure about 6 pounds, maybe 7."

In the cold light of dawn on the fishing camp scales, the bass barely topped 4 pounds.

Some fisherman like night fishing; others dislike it very much. There apparently isn't much middle ground. But night fishing is different. The lake looks different; the sounds are different; and the bass seem to act different--all because when vision is impaired, as it is at night, the mind is free to conjure up pictures of its own: like a 12-pound bass.

-- Secondary Reading Passage 24 --

Read the following story and answer the next questions.

My father was a sheepherder, and his home was the hills. So it began when he was a boy in the misted Pyrenees of France, and so it was to be for the most of his lifetime in the lonely Sierra of Nevada. And seeing him in a moment's pause on some high ridge, with the wind tearing at his wild thickness of iron-gray hair and flatening his clothes to his lean frame, you could understand why this was what he was meant to be.

My mother used to say a man like that should never get married because he didn't go with a house. And in her own way, I guess she was right, because I could remember thinking it and knowing it too when I saw him bent over a campfire at night with the light playing against the deep bronze of his features and making dark hollows of his eyes, and with its own humor, etching more strongly a nose a little off kilter from where he'd been kicked in the face during his horsebreaking days.

I believe that if there had been a hundred sheep camps in the hills, I could have known my father's in an instant. In that little circle of canvas and leather, things had as much their own place as in a living room.

If it was a new camp and not an old stop, he laid the fire pit to his precise liking, in a sheltered half cave of rocks faced against the afternoon wind, so that there would be as few ashes as possible in the evening meal. His cayaks of pack bags were always stacked to the left of the tent flap, covered by a square of canvas, and held down with a shovel or a carbine. Summer or winter, his canvas bed and mattress of boughs or branches was placed inside the tent with its head near the entrance, so that if it were winter and there was a little tin stove inside, he could reach over and start his morning fire without getting out of bed.

-- Secondary Reading Passage 25 --

Read the following passage and answer the next questions.

I was looking in books for a bigger world than the world in which I lived. In some blind and instinctive way, I knew that what was happening in those books was also happening all around me and I was trying to make a connection betwen the books and the life I saw and the life I lived. You think your pain and your heartbreak are unprecedented in the history of the world--but then you read. It was books that taught me that the things that tormented me most were the very things that connected me with all the people who are alive, who have ever been alive. And later, much later, the agony was to translate it--to translate the life that I knew to a page and to give it back. By the time I was 14 I knew I wanted to be a writer and I wrote all the time. I wrote at first on paper bags. I wrote plays and poetry and stories. Writing was my great consolation.

My father said that I was the ugliest child he'd ever seen. He told me that all his life. I believed him, and I accepted that nobody would ever love me. But nobody cares what a writer looks like. I could be as grotesque as a dwarf and it wouldn't matter. For me writing was an act of love: it was an attempt not to get the world's attention, but to be loved. It seemed a way to save myself and to save my family. It came out of despair. And it seemed the only way to another world.

-- Secondary Reading Passage 26 --

Read the following story and answer the next questions.

Louis Braille, whose genius created a new world for the blind, knew from childhood what it was like to live in unending darkness. An accident cost Louis the sight of one eye when he was three years old. The other eye became infected and by the time he was five he was totally blind.

In those days most people considered the blind to be utterly useless. But things brightened for Louis when a nobleman helped him obtain a scholarship at the Royal Institute for Blind Children in Paris. The youngster was enormously excited because he'd heard that the school had a method for teaching the blind to read.

But conditions at the school were grim. The food was almost inedible. Louis begged his father to take him home, but his family made him change his mind--telling him, "You will learn to read." Louis did learn to read by running his fingers over raised letters on cardboard sheets. However, it was a clumsy, difficult and painfully slow method, and he vowed that he'd invent a faster, easier system.

After struggling with the problem for years, he suddently realized that all attempts to teach the blind to read and write had been based on what sighted people thought was a correct approach. Louis decided that "blind writing" didn't have to resemble ordinary writing at all. So at age sixteen he devised a system in which each letter of the alphabet is represented by a combination of raised dots. Although his discovery was amazingly simple, no one liked it--except the blind.

Braille, who never received money or recognition during his lifetime for his great discovery, died at forty-three. But his system continued to spread slowly, and now "braille" is used everywhere in the world.

— Secondary Reading Passage 27 —

Read the following article and answer the next questions.

Miyax pushed back the hood of her sealskin parka and looked at the Artic sun. It was a yellow disc in a lime-green sky, the colors of six o'clock in the evening and the time when the wolves awoke. Quietly she put down her cooking pot and crept to the top of a dome-shaped frost heave, one of the many earth buckles that rise and fall in the crackling cold of the Artic winter. Lying on her stomach she looked across a vast lawn of grass and moss and focused her attention on the wolves she had come upon two sleeps ago. They were wagging their tails as theyu awoke and saw each other.

Her hands trembled and her heartbeat quickened, for she was frightened, not so much of the wolves, who were shy and many harpoon-shots away, but because of her desperate predicament. Miyax was lost. She had been lost without food for many sleeps on the North Slope of Alaska. No roads cross it; ponds and lakes freckle its immensity. Winds scream across it, and the view in every direction is exactly the same. Somewhere in this cosmos was Miyax; and the very life in her body, its spark and warmth, depended upon these wolves for survival. And she was not so sure they would help.

-- Secondary Reading Passage 28 --

Read the following passage and answer the next questions.

There are people who think that everything in this world is an accident. But really there is no such thing as an accident. A great many folks admit that many of the people in jail ought to be there, and many who are outside ought to be in. I think none of them ought to be here. There ought to be no jails; and if it were not for the fact that the people on the outside are so grasping and heartless in their dealings with the people on the inside, there would be so such institution as jails.

I do not want you to believe that I think all you people here are angels. I do not think that. You are people of all kinds, all of you doing the best you can--and that is evidently not very well. You are people of all kinds and conditions and under all circumstances. In one sense everybody is equally good and equally bad. We all do the best we can under the circumstances. But as to the exact things for which you are sent here, some of you are guilty and did the particular act because you needed the money. Some of you did it because you are in the habit of doing it, and some of you because you are born to it, and it comes to be as natural as it does, for instance, for me to be good.

-- Secondary Reading Passage 29 --

Read the following article and answer the next questions.

Indoor gardening has become, in recent years, as popular as outdoor gardening. More and more people are discovering that it is fun to raise plants indoors. Green plants also reward us by making our indoor environment more beautiful and more interesting. Some of the most beautiful plants, however, require a high level of humidity and cannot survive in the average climate of the American home. In order to keep moisture-loving plants like ferns happy and healthy, it is necessary to provide a humid environment. One way to do this is by growing these plants in terrariums.

The terrarium is currently in use in many American homes. But it was a British physician who first discovered that plants could be grown in a totally enclosed glass container. In 1827, Dr. Nathaniel Ward was conducting experiments on caterpillars. He was using glass jars to observe caterpillars as they emerged from the pupa stage. One day he noticed a tiny fern growing inside one of the closed jars. Somehow a spore had gotten into the jar and had begun to grow in some mold at the bottom. Dr. Ward was very excited by this event and began to experiment with growing ferns and other tropical plants in enclosed glass containers. In order to have larger containers for his experiments, he built special glass boxes in which to grow his plants. He called these boxes terrariums. His discovery made it possible to grow tropical plants in England and also made it possible to ship these plants from their native climates across the sea. Soon, many English houses had at least one terrrarium full of tropical plants. And, thanks to Dr. Ward and his invention of the terrarium, we can all grow healthy tropical plants in our own modern terrariums.

-- Secondary Reading Passage 30 --

Read the following story and answer the next questions.

During the early days of aviation, the station manager at the London airport occasionally found time to perform extra duties. If there was a dog on board a plane, for instance, the manager would take it for a short walk on the runway while the plane was refueling. Often this was the animal's only chance to stretch its cramped and weary legs during the flight.

One day, while checking the cargo of a plane that had arrived ahead of schedule, the manager noticed a large dog resembling a rather shappy German shepherd. The dog looked at him with pleading eyes. Taking a short length of rope, the manager tied a loose collar around the dog's neck and, with a loving pat, led him out on the runway. The dog happily made exploratory runs, bounding and sniffing about in sheer glee, with the station manager hard put to keep up with such an unusually frisky animal.

After some farewell pats, the dog was put back in his cage, and the manager went back to his office to check the mail. There on his desk was an urgent cable. It read: "Please be advised that a wwolf, bound for the London Zoo, is on board the plane. Handle with extreme caution."

-- Secondary Reading Passage 31 --

Read the following story and answer the next questions.

It was not a good day to tackle the Matterhorn: perilous weather conditions had already forced five other mountaineers to abandon the climb. But Norman Croucher was determined to conquer the 14,787 foot peak, and he did--on two artificial legs!

Croucher, a Londoner, lost both legs below the knee in an accident at age 19. Now 36, the leg-less climber found hurdles placed in his path even before he started up the famed peak in the Swiss Alps. Many guides, fearing ridicule, refused to go with him. Others declared flatly he'd never make it. Finally Eddie Petrig, owner of a lodge in the Alps, agreed to be his guide.

Climbing part of the time in the dark, Croucher faced enormous problems. "I can't see my feet in the dark, and of course I can't feel them," he explained. "The artificial legs don't bend at the ankle, and where another climber could jump actoss an obstacle, I can't because I would hurt myself badly." Apart from these difficulties, Croucher had to cope with almost constant pain as his artificial limbs ground against his flesh. In recognition of his tremendous courage and determination, Croucher was awarded the coveted Order of the British Empire (OBE).

Before his Matterhorn climb, Croucher had already scaled other high peaks in the Alps, including the 13,025 foot Mt. Eiger. Now he's preparing to climb even higher--in the lofty Andes Mountains. Says Dennis Gray, general secretary of the British Mountaineering Council, "Norman is a wonderful example for others to follow. He must be one of the most amazing disabled people in the world."

-- Secondary Reading Passage 32 --

Read the following story and answer the next questions.

Last night after dinner I told my family the bad news. I had this class assignment to monitor our use of energy at home for a week; our family got an F.

Tuesday night my brother watched the same two hour movie on his television set that we were watching in the living room. That wasn't too smart. Thursday Mom ran an entire dishwashing cycle for three cups, two plates, a knife and three little spoons. That's a lot of electricity and hot water down the drain.

Dad drives twenty-eight miles back and forth to work. He travels alone, even though two men he works with live nearby. They could form a carpool and save about a thousand gallons of gasoline a year. And me--I'm guilty too. I went out and left the radio blaring in my room all Saturday morning. Dummy..

So last night at the dinner table we all agreed to do everything we could to conserve energy: faster showers, lower thermostats, fuller cars. It's a fact that this country's using up energy faster than we produce it. I read that we may run out of oil--forever--in thirty years. That's pretty scary. Unless every person in every house on every block does his or her part, the future looks pretty dim.

I'm getting more an more concerned about the future, because that's where I'm going to be.

-- Secondary Reading Passage 33 --

Read the following story and answer the next questions.

I recently received a letter from an organization I can wholeheartedly support. It is against the mowing of lawns. The letter listed lots of reasons for not mowing lawns: everything from preservation of little animals and insects to protection of the water table. The organization's founder does not mow her lawn. Instead, she puts Bijou, her pet guinea pig, out on the lawn in a bottomless wire cage and lets her go to work.

Every day Bijou goes through about four square feet of lawn, white teeth grinding away, nose twitching, taking no breaks. She does only a fair-to-middling job, sometimes passing up blades of grass for no apparent reason. The lawn, frankly, looks as if a guinea pig has been nibbling on it.

It turns out that the guinea pig's owner is a vegetarian and concerned with the well-being of all animals. Her son once killed a toad while mowing the lawn, and that was the end of mowing for them.

She has her reasons, and I have mine. Last week, for instance, I found the eyelasses my wife dropped on the lawn. I mowed them in two. A guinea pig wouldn't have done that.

-- Secondary Reading Passage 34 --

Read the following article and answer the next questions.

Man has been in the Americas for at least 70.000 years, probably 100,000 years and maybe even longer, according to two noted archeologists. The two scientists said that proof of this early existence of primitive man had been found high in the walls overlooking Mission Valley near the site of Mission de Alcala.

The proof, they said, lies in hundreds of stone tools--scrappers and choppers--found in stream-cut terraces carved out of the hillsides by the ancient San Diego River at a time some 70,000 to 100,000 years ago when it was perhaps 150 feet higher than it is today.

The discovery was termed "revolutionary," pushing the time of man in the Americas back from a commonly accepted 20,000 to 30,000 years ago. It also seems to provide a common tie between the development of man in Europe and Asia to that of man in the New World.

The announcement of the discovery was made by Dr. Jason W. Smith of the Robert S. Peabody Foundation for Archeology and Dr. Brian O.K. Reeves of the University of Calgary in a press conference at San Diego State University. The discovery is important enough, Smith indicated that it has prompted a large-scale survey of the Mission Valley area scheduled to begin early in January. Scientists from China have been invited to participate, Smith said.

The site was spotted earlier this year near the intersection of Friars Rd. and Rancho Mission Rd., a construction project for a condominium complex. The tools found at the site, Smith said, are unmistakeably man-made. The geological stratum in which they were discovered is called the Sangamon Formation and was laid down between 70,000 and 100,000 years ago.

-- Secondary Reading Passage 35 --

Read the following story and answer the next questions.

There must come a time, in every generation, when those who are older secretly get off the train of progress, willing to walk back to where they came from, if they can find the way. We're afraid we're getting off now. Cheer, if you wish, the first general or Ph.D who splatters something on the kindly face of the moon. We shall grieve for him, for ourselves, for the young lovers and poets and dreamers to come, because the ancient moon will never be the same again. Therefore, we suspect the heart of man will never be the same.

We find it very easy to wait for the first photographs of the other side of the moon, for we have not yet seen the other side of Lake Louise or the Blue Ridge peak that shows through the cabin window.

We find ourselves quite undisturbed about the front-page talk of "controlling" the earth from the moon," because we do not believe it. If neither men nor gadgets nor both combined can control the earth from the earth, we fail to see how they will do so from the moon.

It is exiting talk, indeed, the talk of man's advance toward space. But one little step in man's advance toward man - that, we think, would be truly exciting. Let those who wish try to discover the composition of a lunar crater; we would settle for discovering the true mind of a Russian commissar or the inner heart of a delinquent child.

There is, after all, another side - a dark side - to the human spirit. Men have hardly begun to explore these regions; and it is going to be a very great pity if we advance upon the bright side of the moon with the dark side of ourselves, if the cargo in the first rockets to reach there consists of fear and chauvinism and suspicion. Surely we ought to have our credentials in order, our hands very clean and perhaps a prayer for forgiveness on our lips as we prepare to open the ancient vault of the shining moon.

-- Secondary Reading Passage 36 --

Read the following article and answer the next questions.

You may not have ESP (extra-sensory perception), but what about your pet? According to psychologist Bill Schul, the chances are greater that your dog or cat can monitor happenings hundreds of miles away and have foreknowledge of calamities and tragedies.

"I've found mountains of evidence that animals have ESP," Schul said. "Dogs especially--they're psychically aware in a way we humans aren't. The best scientific evidence points to this reason: the cerebral cortex of dogs is less developed than ours. They operate with their inner brain alone." This puts them in touch with their environment, claims Schul, and explains why some dogs and other animals can predict earthquakes, storms and bombings before they happen.

The ESP of dogs was successfully tested at Rockland State Hospital in Orangeburg, New Jersey, Schul said. Scientists built two copper-lined rooms that were soundproof and vibration-proof. In one experiment, they attached an electrocardiograph to a boxer in one room. The dog's owner, a woman, was in another room.

Then, without forewarning the woman, they sent a man into her room. He shouted at her and threatened her with violence. "She was genuinely scared," Schul said, "And the dog must have sensed that fright, because at that very moment its heartbeat--as measured on the electrocardiograph--became violent."

Not all animals, however, have ESP, Schul adds. Even so, those animals with ESP have it in such powerful doses that it could hold the key to understanding human ESP.

-- Secondary Reading Passage 37 --

Read the following story and answer the next questions.

For a while the Chicago Beepers were off their game. Jet planes and bulldozers were drowning out the beep of the softball and the buzz of first base. But in the end, the team of blind teenagers won the sightless softball series championship 20-15 against the blindfolded Berkeley Little League All Stars. The Chicago Beepers remained unbeaten in nine games.

The beeping softball was developed by the Telephone Pioneers of America, a community service organization of longtime telephone employees. The game is played entirely by ear and the rules are simple. The 16-inch ball is hit from an adjustable batting tee. Fielders attempt to grab the ball by homing in on the battery-powered beep.

Meanwhile, the batter heads toward first base--a plastic safety cone that emits a buzz. If the batter reaches first before the ball is fielded, it's a hit. If the fielder wins the race, the batter is out. Four hits count as a run. Sighted adults serve as umpires and monitor the action.

The Beepers are experts at playing by ear. "They are very enthusiastic and competitive and are completely uninhibited as they dive in the grass for batted balls," said a Bell Telephone spokesman. "Their blindfolded opponents are at a disadvantage and the results are sometimes comic." For example, one Austin Little Leaguer smacked a line drive up the middle and promptly ran straight into centerfield. He was following the sound of the beeping ball rather than the buzzer tone of first base.

After bowing to the blind team 10-0, the Austin Little Leaguers agreed: those Beepers are hard to beat!

— Secondary Reading Passage 38 —

Read the following story and answer the next questions.

We must both have cried out aloud when our eyes met, but while mine was the shrill cry of terror, his was a roar of fury like a charging bull's. At the same instant, he threw himself forwasrd and I leapt sideways towards the bows. As I did so, I let go of the tiller, which sprang sharp to leeward, and I think this saved my life, for it struck Hands across the chest and stopped him, for the moment, dead.

Before he could recover, I was safe out of the corner where he had me trapped, with all the deck to dodge about. Just forward of the main-mast I stopped, drew a pistol from my pocket, took a cool aim, though he had already turned and was once more coming directly after me, and drew the trigger. Ther hammer fell, but there followed neither flash nor sound; the priming was useless with sea-water. I cursed myself for my neglect. Why had not I, long before, re-primed and reloaded my only weapons? Then I should not have been as now, a mere fleeing sheep before this butcher.

Wounded as he was, it was wonderful how fast he could move, his grizzled hair tumbling over his face, and his face itself as red as a red ensign with his haste and fury. I had no time to try my other pistol, nor indeed much inclination, for I am sure it would be useless. One thing I saw plainly: I must not simply retreat before him, or he would speedily hold me boxed into the bows, as a moment since he had so nearly boxed me in the stern. Once so caught, and nine or ten inches of the bloodstained dirk would be my last experience on this side of eternity. I placed my palms against the main-mast, which was of a goodish bigness and waited, every nerve upon the stretch.

APPENDIX K

SECONDARY READING ITEMS

```
      *** RECORD 0 ***
Objective:  READING/01/01/01
Display:    P 08
The "ir" in "irreversible" makes the word mean:
  a) more reversible.
  b) very reversible.
  c) not reversible.
  d) partly reversible.
Key: c   Grade: 09   Calibration: -1.26567

      *** RECORD 1 ***
Objective:  READING/01/01/02
Display:    P 08
The "sub" in "submerged" makes the word mean:
  a) above the surface.
  b) under the surface.
  c) disturbing the surface.
  d) placed on the surface.
Key: b   Grade: 09   Calibration: -1.90096

      *** RECORD 2 ***
Objective:  READING/01/01/03
Display:    P 16
The "un" in "uncertain" makes the word mean:
  a) absolutely certain.
  b) not certain.
  c) almost certain.
  d) so certain.
Key: b   Grade: 09   Calibration: -1.81529

      *** RECORD 3 ***
Objective:  READING/01/01/04
Display:    P 26
The "in" in "inedible" makes the word mean:
  a) cannot be eaten.
  b) can be eaten.
  c) quickly eaten.
  d) already eaten.
Key: a   Grade: 09   Calibration: -2.09074

      *** RECORD 4 ***
Objective:  READING/01/01/05
Display:    P 07
The "de" in "dehumidified" makes the word mean:
  a) removed moisture from the air.
  b) put moisture into the air.
  c) measured moisture in the air.
  d) made use of the moisture in the air.
Key: a   Grade: 09   Calibration: -5.32217E-1
```

*** RECORD 5 ***
Objective: READING/01/01/06
Display: P 36
The "fore" in "foreknowledge" makes the word mean:
a) that which is known afterward.
b) that which is known beforehand.
c) studying to gain knowledge.
d) for the sake of knowledge.
Key: b Grade: 09 Calibration: -1.26567

*** RECORD 6 ***
Objective: READING/01/01/07
Display: P 37
The "dis" in "disadvantage" makes the word mean:
a) a special advantage.
b) not an advantage.
c) gaining the advantage.
d) taking advantage of.
Key: b Grade: 09 Calibration: -1.58563

*** RECORD 7 ***
Objective: READING/01/01/08
Display: P 38
The "re" in "reloaded" makes the word mean:
a) loaded again.
b) loaded quickly.
c) did not load.
d) unloaded.
Key: a Grade: 09 Calibration: -2.75154

*** RECORD 8 ***
Objective: READING/01/02/01
Display: P 06
The "er" in "silencer" makes the word mean:
a) more silent.
b) something that is silent.
c) sonething that silences.
d) less silent.
Key: c Grade: 09 Calibration: -2.00671E-1

*** RECORD 9 ***
Objective: READING/01/02/02
Display: P 37
The "able" in "adjustable" makes the word mean:
a) has been adjusted.
b) someone who adjusts.
c) can be adjusted.
d) cannot be adjusted.
Key: c Grade: 09 Calibration: -1.81529

```
      *** RECORD 10 ***
Objective:  READING/01/03/01
Display:    P 12
The "s" in "wrinkles" makes the word mean:
  a) one wrinkle.
  b) more than one wrinkle.
  c) belonging to the wrinkle.
  d) no wrinkles.
Key: b   Grade: 09   Calibration: -2.94444

      *** RECORD 11 ***
Objective:  READING/01/03/02
Display:    P 21
The "est" in "wildest" makes the word mean:
  a) more wild.
  b) the most wild.
  c) a wild place.
  d) not wild.
Key: b   Grade: 09   Calibration: -1.26567

      *** RECORD 12 ***
Objective:  READING/01/03/03
Display:    P 24
The "s" in "father's" makes the word mean:
  a) more than one father.
  b) belonging to a father.
  c) father is.
  d) father was.
Key: b   Grade: 09   Calibration: -1.20831

      *** RECORD 13 ***
Objective:  READING/01/03/04
Display:    P 25
The "s" in "books" makes the word mean:
  a) one books.
  b) more than one book.
  c) belonging to the book.
  d) no books.
Key: b   Grade: 09   Calibration: -2.31363

      *** RECORD 14 ***
Objective:  READING/01/04/01
Display:    P 01
The two words in "counterparts" are:
  a) coun + terparts.
  b) count + erparts.
  c) counter + parts.
  d) co + unterparts.
Key: c   Grade: 09   Calibration: -2.75154
```

```
      *** RECORD 15 ***
Objective:  READING/01/05/01
Display:    P 13
The word "sworn" comes from:
  a) swarm.
  b) sword.
  c) swoon.
  d) swear.
Key: d   Grade: 09   Calibration: -1.99243

      *** RECORD 16 ***
Objective:  READING/01/05/02
Display:    P 27
The word "crept" comes from:
  a) crawl.
  b) creep.
  c) keep.
  d) crease.
Key: b   Grade: 09   Calibration:  2.41162E-1

      *** RECORD 17 ***
Objective:  READING/01/06/01
Display:    P 05
"I'd" means the same as:
  a) I would.
  b) I did.
  c) I had.
  d) I could.
Key: c   Grade: 09   Calibration:  0.00000

      *** RECORD 18 ***
Objective:  READING/02/01/01
Display:    P 01
In this selection, "myth" means:
  a) fact.
  b) an untrue belief.
  c) a valid reason.
  d) an excuse.
Key: b   Grade: 09   Calibration: -2.41162E-1

      *** RECORD 19 ***
Objective:  READING/02/01/02
Display:    P 06
In this story, "destined" means:
  a) determined.
  b) approved by authorities.
  c) intended by fate.
  d) requested.
Key: c   Grade: 09   Calibration:  8.47298E-1
```

```
      *** RECORD 20 ***
Objective:  READING/02/01/03
Display:    P 06
In this story, "terrain" means:
  a) an obstacle.
  b) an event.
  c) a sharp corner.
  d) a tract of ground.
Key: d   Grade: 09   Calibration: -8.95384E-1

      *** RECORD 21 ***
Objective:  READING/02/01/04
Display:    P 07
In this story, "elusive" means:
  a) important.
  b) easy to find.
  c) difficult to find.
  d) widespread.
Key: c   Grade: 09   Calibration: -4.89548E-1

      *** RECORD 22 ***
Objective:  READING/02/01/05
Display:    P 09
In this story, "veterinarian" means:
  a) dog lover.
  b) animal detective.
  c) kennel owner.
  d) animal doctor.
Key: d   Grade: 09   Calibration: -1.99243

      *** RECORD 23 ***
Objective:  READING/02/01/06
Display:    P 08
In this story, "revived" means:
  a) trapped.
  b) carried to safety.
  c) discovered.
  d) returned to consciousness.
Key: d   Grade: 09   Calibration: -1.45001

      *** RECORD 24 ***
Objective:  READING/02/01/07
Display:    P 10
In this story, "commercial" means:
  a) domestic.
  b) done for profit.
  c) against the law.
  d) official.
Key: b   Grade: 09   Calibration: -1.04597
```

```
      *** RECORD 25 ***
Objective:  READING/02/01/08
Display:    P 13
In this story, "shackled" means:
  a) buried alive.
  b) restrained with a metal fastening.
  c) locked inside a small shack.
  d) blindfolded.
Key: b   Grade: 09   Calibration: -1.32493

      *** RECORD 26 ***
Objective:  READING/02/01/09
Display:    P 15
In this story, "excelled" means:
  a) got hurt.
  b) did as well as others.
  c) did better than others.
  d) took part.
Key: c   Grade: 09   Calibration: -2.41162E-1

      *** RECORD 27 ***
Objective:  READING/02/01/10
Display:    P 17
In this story, "trail" means:
  a) a thick forest.
  b) a stream.
  c) a paved road.
  d) a path.
Key: d   Grade: 09   Calibration: -2.31363

      *** RECORD 28 ***
Objective:  READING/02/01/11
Display:    P 18
The word "coiled" means:
  a) strung out.
  b) hidden.
  c) wound around.
  d) crouched.
Key: c   Grade: 09   Calibration: -1.38629

      *** RECORD 29 ***
Objective:  READING/02/01/12
Display:    P 26
In this story, "resemble" means:
  a) follow after.
  b) be similar to.
  c) differ from.
  d) conflict with.
Key: b   Grade: 09   Calibration: -1.58563
```

```
      *** RECORD 30 ***
Objective:  READING/02/01/13
Display:    P 07
In this story, "sweltered" means:
  a) suffered in extreme heat.
  b) complained.
  c) found ways to avoid extreme heat.
  d) worked.
Key: a   Grade: 09   Calibration: -1.26567

      *** RECORD 31 ***
Objective:  READING/02/01/14
Display:    P 31
In this story, "coveted" means:
  a) longed for.
  b) guarded.
  c) rare.
  d) familiar with.
Key: a   Grade: 09   Calibration:  1.38629

      *** RECORD 32 ***
Objective:  READING/02/01/15
Display:    P 32
In this story, "monitor" means:
  a) to reduce.
  b) to explain.
  c) to work for.
  d) to check on.
Key: d   Grade: 09   Calibration: -9.44462E-1

      *** RECORD 33 ***
Objective:  READING/02/01/16
Display:    P 32
In this story, "thermostats" means:
  a) devices for regulating temperature.
  b) devices for saving water.
  c) automobile fuels.
  d) conservation methods.
Key: a   Grade: 09   Calibration: -1.99243

      *** RECORD 34 ***
Objective:  READING/02/01/17
Display:    P 33
In this story, "vegetarian" means:
  a) a doctor for animals.
  b) a person who grows vegetables.
  c) a person who eats no meat.
  d) a pet shop owner.
Key: c   Grade: 09   Calibration: -1.38629
```

```
      *** RECORD 35 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:    Grade:    Calibration:  4.59512

      *** RECORD 36 ***
Objective:  READING/02/01/19
Display:    P 36
In this story, "perception" means:
  a) training.
  b) psychology.
  c) insight or intuition.
  d) intent or purpose.
Key: c   Grade: 09   Calibration: -2.41162E-1

      *** RECORD 37 ***
Objective:  READING/02/01/20
Display:    P 09
In this story, "smugly" means:
  a) worriedly.
  b) in a self-satisfied way.
  c) in a relaxed way.
  d) hurriedly.
Key: b   Grade: 09   Calibration: -1.20831

      *** RECORD 38 ***
Objective:  READING/02/01/21
Display:    P 37
In this story, "emits" means:
  a) adjusts.
  b) grabs.
  c) reaches.
  d) sends out.
Key: d   Grade: 09   Calibration: -1.81529

      *** RECORD 39 ***
Objective:  READING/02/02/01
Display:    P 01
In this section, "obese" means:
  a) active.
  b) inactive.
  c) overweight.
  d) underweight.
Key: c   Grade: 09   Calibration: -9.94622E-1
```

```
      *** RECORD 40 ***
Objective:  READING/02/02/02
Display:    P 02
In this story, "consent" means:
  a) animosity.
  b) agreement.
  c) guidance.
  d) affection.
Key: b   Grade: 09   Calibration: -8.95384E-1

      *** RECORD 41 ***
Objective:  READING/02/02/03
Display:    P 03
In this selection, "engage" means:
  a) understand.
  b) participate.
  c) enjoy.
  d) learn.
Key: b   Grade: 09   Calibration: -1.99243

      *** RECORD 42 ***
Objective:  READING/02/02/04
Display:    P 03
In this selection, "vigorous" means:
  a) long-lasting.
  b) energetic.
  c) repetitve.
  d) flexible.
Key: b   Grade: 09   Calibration: -1.15268

      *** RECORD 43 ***
Objective:  READING/02/02/05
Display:    P 04
In this story, "staggered" means:
  a) lurched.
  b) attacked.
  c) turned.
  d) shifted.
Key: a   Grade: 09   Calibration:  6.19039E-1

      *** RECORD 44 ***
Objective:  READING/02/02/06
Display:    P 04
In this story, "venom" means:
  a) infection.
  b) saliva.
  c) poison.
  d) fluid.
Key: c   Grade: 09   Calibration: -2.19722
```

```
        *** RECORD 45 ***
Objective:  READING/02/02/07
Display:     P 05
In this story, "breeds" means:
  a) types.
  b) attempts.
  c) degrees.
  d) lengths.
Key: a   Grade: 09   Calibration: -2.09074

        *** RECORD 46 ***
Objective:  READING/02/02/08
Display:     P 06
In this story, "offensive" means:
  a) impressive.
  b) exhaust.
  c) dangerous.
  d) unpleasant
Key: d   Grade: 09   Calibration: -8.47298E-1

        *** RECORD 47 ***
Objective:  READING/02/02/09
Display:     P 07
In this story, "crucial" means:
  a) similar.
  b) indifferent.
  c) unrelated.
  d) important.
Key: d   Grade: 09   Calibration: -2.41162E-1

        *** RECORD 48 ***
Objective:  READING/02/02/10
Display:     P 08
In this story, "impairment" means:
  a) improvement.
  b) damage.
  c) reflex.
  d) survival.
Key: b   Grade: 09   Calibration: -1.81529

        *** RECORD 49 ***
Objective:  READING/02/02/11
Display:     P 09
In this story, "inscribed" means:
  a) covered.
  b) underlined.
  c) engraved.
  d) painted.
Key: c   Grade: 09   Calibration: -1.99243
```

```
      *** RECORD 50 ***
Objective:  READING/02/02/12
Display:    P 10
In this story, "sociable" means:
  a) timid.
  b) intelligent.
  c) friendly.
  d) lonely.
Key: c   Grade: 09   Calibration: -2.09074

      *** RECORD 51 ***
Objective:  READING/02/02/13
Display:    P 10
In this story, "hardy" means:
  a) pleasant.
  b) difficult.
  c) tough.
  d) mean.
Key: c   Grade: 09   Calibration:  4.47312E-1

      *** RECORD 52 ***
Objective:  READING/02/02/14
Display:    P 10
In this story, "domesticating" means:
  a) taming.
  b) finding.
  c) catching.
  d) keeping.
Key: a   Grade: 09   Calibration: -6.19039E-1

      *** RECORD 53 ***
Objective:  READING/02/02/16
Display:    P 16
In this story "adored" means:
  a) loved.
  b) believed.
  c) hated.
  d) copied.
Key: a   Grade: 09   Calibration: -1.81529

      *** RECORD 55 ***
Objective:  READING/02/02/17
Display:    P 18
The word ,"increase" in this story means:
  a) depression.
  b) rise.
  c) failure.
  d) loss.
Key: b   Grade: 09   Calibration: -1.90096
```

```
       *** RECORD 56 ***
Objective:   READING/02/02/18
Display:     P 20
You can tell from the story that "perceiving" means:
  a) enjoying.
  b) choosing.
  c) placing.
  d) observing.
Key: d    Grade: 09   Calibration: -7.53772E-1

       *** RECORD 57 ***
Objective:   READING/02/02/19
Display:     P 21
In this story, "possessing" means:
  a) viewing.
  b) loaning.
  c) having.
  d) sharing.
Key: c    Grade: 09   Calibration: -1.09861

       *** RECORD 58 ***
Objective:   READING/02/02/20
Display:     P 21
In this story, "vain" means:
  a) magical.
  b) conceited.
  c) lovely.
  d) intelligent.
Key: b    Grade: 09   Calibration: -1.09861

       *** RECORD 59 ***
Objective:   READING/02/02/21
Display:     P 22
In this story, "peevish" means:
  a) even.
  b) cranky.
  c) controlled.
  d) unusual.
Key: b    Grade: 09   Calibration: -1.38629

       *** RECORD 60 ***
Objective:   READING/02/02/22
Display:     P 23
In this story, "lunged" means:
  a) jumped.
  b) looked.
  c) splashed.
  d) bored.
Key: a    Grade: 09   Calibration: -1.99243
```

```
        *** RECORD 61 ***
Objective:  READING/02/02/23
Display:     P 23
In this story, "revised" means:
   a) confirmed.
   b) confused.
   c) changed.
   d) approved.
Key: c   Grade: 09   Calibration: -1.45001

        *** RECORD 62 ***
Objective:  L/O/N/G
Display:

   a)
   b)
   c)
   d)
Key:     Grade:     Calibration:  0.00000

        *** RECORD 63 ***
Objective:  READING/02/02/25
Display:     P 26
In this story, "grim" means:
   a) illegal.
   b) unpleasant.
   c) serious.
   d) rigid.
Key: b   Grade: 09   Calibration: -1.65823

        *** RECORD 64 ***
Objective:  READING/02/02/26
Display:     P 27
In this story, "predicament" means:
   a) prediction.
   b) progress.
   c) problem.
   d) fear.
Key: c   Grade: 09   Calibration:  3.22773E-1

        *** RECORD 65 ***
Objective:  READING/02/02/27
Display:     P 27
In this story, "focused" means:
   a) divided.
   b) concentrated.
   c) withdrew.
   d) cleared.
Key: b   Grade: 09   Calibration: -7.53772E-1
```

```
      *** RECORD 66 ***
Objective:  READING/02/02/28
Display:    P 29
In this passage, "popular" means:
  a) regular.
  b) public.
  c) well-liked.
  d) approved.
Key: c   Grade: 09   Calibration: -1.81529

      *** RECORD 67 ***
Objective:  READING/02/02/29
Display:    P 30
In this story, "advised" means:
  a) interested.
  b) informed.
  c) guarded.
  d) prepared.
Key: b   Grade: 09   Calibration: -1.26567

      *** RECORD 68 ***
Objective:  READING/02/02/30
Display:    P 30
In this story, "shabby" means:
  a) ragged.
  b) friendly.
  c) unhappy.
  d) odd.
Key: a   Grade: 09   Calibration: -1.09861

      *** RECORD 69 ***
Objective:  READING/02/02/31
Display:    P 32
In this story, "conserve" means:
  a) waste.
  b) save.
  c) produce.
  d) explore.
Key: b   Grade: 09   Calibration:  7.08185E-1

      *** RECORD 70 ***
Objective:  READING/02/02/33
Display:    P 33
In this story, "wholeheartedly" means:
  a) hopefully.
  b) repeatedly.
  c) sincerely.
  d) tenderly.
Key: c   Grade: 09   Calibration: -8.95384E-1
```

```
        *** RECORD 71 ***
Objective:  READING/02/02/34
Display:    P 33
In this story, "apparent" means:
  a) possible.
  b) obvious.
  c) acceptable.
  d) serious.
Key: b   Grade: 09   Calibration: -8.95384E-1

        *** RECORD 72 ***
Objective:  READING/02/02/35
Display:    P 33
In this story, "frankly" means:
  a) honestly.
  b) occasionally.
  c) frequently.
  d) horribly.
Key: a   Grade: 09   Calibration: -1.90096

        *** RECORD 73 ***
Objective:  READING/02/02/36
Display:    P 36
In this story, "calamities" means:
  a) journeys.
  b) disasters.
  c) fortunes.
  d) predictions.
Key: b   Grade: 09   Calibration: -7.08185E-1

        *** RECORD 74 ***
Objective:  READING/02/02/37
Display:    P 09
In this story, "briskly" means:
  a) gently.
  b) quickly.
  c) lovingly.
  d) playfully.
Key: b   Grade: 09   Calibration: -2.00671E-1

        *** RECORD 75 ***
Objective:  READING/02/02/38
Display:    P 37
In this story, "uninhabited" means:
  a) unrestrained.
  b) graceful.
  c) unattended.
  d) timid.
Key: a   Grade: 09   Calibration: -3.63965E-1
```

```
      *** RECORD 76 ***
Objective:  READING/02/03/01
Display:    P 02
In this story, "finishing" means:
  a) killing.
  b) polishing.
  c) ending.
  d) drinking.
Key: d   Grade: 09   Calibration: -5.32217E-1

      *** RECORD 77 ***
Objective:  READING/02/03/02
Display:    P 14
In this news article, "cross" means:
  a) angry.
  b) combination of two types.
  c) intersect.
  d) cancel by marking a line through.
Key: b   Grade: 09   Calibration: -2.44235

      *** RECORD 78 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:    Grade:    Calibration:  4.59512

      *** RECORD 79 ***
Objective:  READING/02/03/04
Display:    P 19
In this story, "slop" means:
  a) left-over food fed to animals.
  b) a messy person.
  c) rocky roads.
  d) soft mud or slush.
Key: d   Grade: 09   Calibration: -2.19722

      *** RECORD 80 ***
Objective:  READING/02/03/05
Display:    P 24
In this story, "lean" means:
  a) tending.
  b) bent.
  c) slanting.
  d) gaunt.
Key: d   Grade: 09   Calibration:  2.41162E-1
```

```
      *** RECORD 81 ***
Objective:  READING/02/03/06
Display:    P 29
In this passage, "raise" means:
  a) use.
  b) lift.
  c) gather.
  d) grow.
Key: d   Grade: 09   Calibration: -1.32493

      *** RECORD 82 ***
Objective:  READING/02/03/07
Display:    P 30
In this story, "sheer" means:
  a) swerve.
  b) transparent.
  c) absolute.
  d) steep.
Key: c   Grade: 09   Calibration: -8.95384E-1

      *** RECORD 83 ***
Objective:  READING/02/03/08
Display:    P 30
In this story, "bound" means:
  a) leap.
  b) tied.
  c) obliged.
  d) headed.
Key: d   Grade: 09   Calibration: -1.15268

      *** RECORD 84 ***
Objective:  READING/02/03/09
Display:    P 31
In this story, "ground" means:
  a) a valid reason or motive.
  b) the solid surface of the earth.
  c) to keep from flying.
  d) rubbed together gratingly.
Key: d   Grade: 09   Calibration: -2.31363

      *** RECORD 85 ***
Objective:  READING/02/03/10
Display:    P 31
In this story, "scaled" means:
  a) make according to a scale.
  b) flaked or peeled off.
  c) scraped scales from.
  d) climbed up or over.
Key: d   Grade: 09   Calibration: -1.81529
```

```
      *** RECORD 86 ***
Objective:  READING/02/03/11
Display:    P 35
In this passage, "composition" means:
  a) contents.
  b) essay.
  c) garbage.
  d) place.
Key: a   Grade: 09   Calibration: -8.00119E-1

      *** RECORD 87 ***
Objective:  READING/02/03/12
Display:    P 38
In this passage, "bows" means:
  a) ribbons.
  b) to bend at the waist.
  c) the forward part of the ship.
  d) to submit or yield.
Key: c   Grade: 09   Calibration: -1.26567

      *** RECORD 88 ***
Objective:  READING/02/04/01
Display:    P 11
In this story, "gait" means:
  a) an opening in a fence.
  b) a type of dance.
  c) a way of moving on foot.
  d) a game cats play.
Key: c   Grade: 09   Calibration: -1.51635

      *** RECORD 89 ***
Objective:  READING/02/04/02
Display:    P 13
In this story, "feat" means:
  a) a total defeat.
  b) a daring and skillful deed.
  c) units of measurement.
  d) the end parts of the legs.
Key: b   Grade: 09   Calibration: -1.38629

      *** RECORD 90 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:    Grade:    Calibration:  4.59512
```

*** RECORD 91 ***
Objective: READING/02/05/01
Display: P 02
The word opposite in meaning to "uneasy" is:
a) simple.
b) upset.
c) tired.
d) comfortable.
Key: d Grade: 09 Calibration: 1.60343E-1

*** RECORD 92 ***
Objective: READING/02/05/02
Display: P 04
The word opposite in meaning to "clumsily" is:
a) happily.
b) carefully.
c) awkwardly.
d) gracefully.
Key: d Grade: 09 Calibration: 2.81851E-1

*** RECORD 93 ***
Objective: READING/02/05/03
Display: P 3
The word opposite in meaning to "sagging" is:
a) sharp.
b) sinking.
c) dropping.
d) firm.
Key: d Grade: 09 Calibration: -6.63294E-1

*** RECORD 94 ***
Objective: READING/02/05/04
Display: P 13
The word opposite in meaning to "professional" is:
a) expert.
b) serious.
c) amateur.
d) artistic.
Key: c Grade: 09 Calibration: -8.00119E-1

*** RECORD 95 ***
Objective: READING/02/05/05
Display: P 16
The word opposite in meaning to "unique" is:
a) crowded.
b) narrow.
c) close.
d) common.
Key: b Grade: 09 Calibration: -1.32493

```
        *** RECORD 96 ***
Objective:   READING/02/05/06
Display:     P 19
The word opposite in meaning to "bright" is:
  a) grey.
  b) dull.
  c) intelligent.
  d) sharp.
Key: a   Grade: 09   Calibration:  2.81851E-1

        *** RECORD 97 ***
Objective:   READING/02/05/07
Display:     P 07
The word opposite in meaning to "wilted" is:
  a) freshened.
  b) drooped.
  c) blossomed.
  d) wrinkled.
Key: d   Grade: 09   Calibration: -9.44462E-1

        *** RECORD 98 ***
Objective:   READING/02/05/08
Display:     P 08
The word opposite in meaning to "particular" is:
  a) exact.
  b) equal.
  c) natural.
  d) general.
Key: d   Grade: 09   Calibration:  0.00000

        *** RECORD 99 ***
Objective:   READING/02/05/09
Display:     P 32
The opposite of "guilty" is:
  a) unconcerned.
  b) involved.
  c) worried.
  d) innocent.
Key: d   Grade: 09   Calibration: -1.38629

        *** RECORD 100 ***
Objective:   READING/02/05/10
Display:     P 35
The word opposite in meaning to "suspicion" is:
  a) fear.
  b) contentment.
  c) anguish.
  d) trust.
Key: d   Grade: 09   Calibration: -1.20144E-1
```

```
      *** RECORD 101 ***
Objective:  READING/02/06/01
Display:    P 05
You can tell from the story that "talcumy" means:
  a) rocky.
  b) powdery.
  c) frosty.
  d) sticky.
Key: b   Grade: 09   Calibration: -2.19722

      *** RECORD 102 ***
Objective:  READING/02/06/02
Display:    P 14
You can tell from this article that "consistency" means:
  a) smell.
  b) shape.
  c) color.
  d) texture.
Key: d   Grade: 09   Calibration: -1.20831

      *** RECORD 103 ***
Objective:  READING/02/06/03
Display:    P 17
You can tell from the story that "trek" means:
  a) life.
  b) journey.
  c) thought.
  d) village.
Key: b   Grade: 09   Calibration: -1.26567

      *** RECORD 104 ***
Objective:  READING/02/06/04
Display:    P 23
You can tell from this story that "lunker" means:
  a) a pretty boat.
  b) a bright light.
  c) a large fish.
  d) a big net.
Key: c   Grade: 09   Calibration: -1.81529

      *** RECORD 105 ***
Objective:  READING/02/06/05
Display:    P 25
You can tell from this story that "grotesque" means:
  a) foolish.
  b) small.
  c) unhappy.
  d) ugly.
Key: d   Grade: 09   Calibration: -1.09861
```

```
      *** RECORD 106 ***
Objective:  READING/02/06/06
Display:     P 38
You can tell from the passage that the word "inclination" means:
  a) desire.
  b) experience.
  c) trouble.
  d) belief.
Key: a    Grade: 09   Calibration:  4.00053E-2

      *** RECORD 107 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:     Grade:     Calibration:  4.59512

      *** RECORD 108 ***
Objective:  READING/03/01/02
Display:     P 02
In this story, Hanna and the author are:
  a) watching Twilight Zone.
  b) jumping out of doorways.
  c) eating ice cream.
  d) walking in New York.
Key: d    Grade: 09   Calibration: -1.58563

      *** RECORD 109 ***
Objective:  READING/03/01/03
Display:     P 02
Hanna is:
  a) nineteen years old.
  b) five years old.
  c) a grown-up.
  d) None of the above.
Key: b    Grade: 09   Calibration: -3.63965E-1

      *** RECORD 110 ***
Objective:  READING/03/01/04
Display:     P 03
One of the first recorded jogs was run by:
  a) a Roman soldier.
  b) a young man from Persia.
  c) Marathon.
  d) Pheidippides.
Key: d    Grade: 09   Calibration: -1.73460
```

```
      *** RECORD 111 ***
Objective:  L/O/N/G
Display:

   a)
   b)
   c)
   d)
Key:    Grade:    Calibration:  4.59512

      *** RECORD 112 ***
Objective:  READING/03/01/06
Display:    P 05
Where did the Old Man hit the writer?
   a) On the lips.
   b) In the stomach
   c) On the elbow
   d) In the ribs
Key: d   Grade: 09   Calibration: -3.17805

      *** RECORD 113 ***
Objective:  READING/03/01/07
Display:    P 05
Whose mustache was riffling like marsh grass in the wind?
   a) Mr. Howard's
   b) The Old Man's
   c) Pete's
   d) Tom's
Key: a   Grade: 09   Calibration: -3.17805

      *** RECORD 114 ***
Objective:  L/O/N/G
Display:

   a)
   b)
   c)
   d)
Key:    Grade:    Calibration:  4.59512

      *** RECORD 115 ***
Objective:  READING/03/01/09
Display:    P 06
Moto-cross racing is an established
national sport:
   a) near Paris only.
   b) in all countries of the world.
   c) throughout Europe.
   d) None of the above.
Key: c   Grade: 09   Calibration: -8.95384E-1
```

*** RECORD 116 ***
Objective: READING/03/01/10
Display: P 06
Moto-cross racing began:
- a) within the last few years.
- b) near Paris.
- c) in 1952.
- d) in the United States.

Key: b Grade: 09 Calibration: -4.89548E-1

*** RECORD 117 ***
Objective: READING/03/01/11
Display: P 07
According to the story, wet mats were used to cool the incoming breeze in:
- a) Egypt.
- b) India.
- c) Rome.
- d) Buffalo.

Key: b Grade: 09 Calibration: -1.15268

*** RECORD 118 ***
Objective: READING/03/01/12
Display: P 08
Who was trapped in a frozen pond for 38 minutes?
- a) Dr. Nemiroff
- b) A student
- c) A physician
- d) A rescuer

Key: b Grade: 09 Calibration: -2.19722

*** RECORD 119 ***
Objective: READING/03/01/13
Display: P 09
When did the writer mutter, "Poor puppy"?
- a) When she saw him in the garden
- b) As she gave him warm milk
- c) As she rubbed him briskly
- d) As she coaxed him into the house

Key: c Grade: 09 Calibration: -4.00053E-2

*** RECORD 120 ***
Objective: READING/03/01/14
Display: P 08
The diving reflex was first identified in:
- a) land mammals.
- b) sea-going mammals.
- c) salt-water fish.
- d) human beings.

Key: b Grade: 09 Calibration: -1.26567

```
          *** RECORD 121 ***
Objective:   READING/03/01/15
Display:     P 08
According to the article, porpoises can remain
submerged without breathing for:
   a) 20 minutes.
   b) 38 minutes.
   c) up to two hours.
   d) as long as necessary.
Key: a    Grade: 09    Calibration: -1.58563

          *** RECORD 122 ***
Objective:   READING/03/01/16
Display:     P 13
Harry Houdini died:
   a) shortly after Chalin was born.
   b) long before Chalin was born.
   c) on Chalin's birthday.
   d) after his mother Cecilia was buried.
Key: b    Grade: 09    Calibration: -1.58563

          *** RECORD 123 ***
Objective:   READING/03/01/16
Display:     P 15
Jim Thorpe was:
   a) an ancient Greek.
   b) a gladiator.
   c) an American Indian.
   d) the King of Sweden.
Key: c    Grade: 09    Calibration: -3.47610

          *** RECORD 124 ***
Objective:   READING/03/01/18
Display:     P 16
Why was the boy sure the man was not a tramp?
   a) Because he had a beard
   b) Because his whiskers smiled
   c) Because he was in the kitchen
   d) Because he had blood on his face
Key: c    Grade: 09    Calibration: -9.94622E-1

          *** RECORD 125 ***
Objective:   READING/03/01/19
Display:     P 17
Where did the author's mind wander?
   a) To the village ahead
   b) To the mountains ahead
   c) To Glacier Peak
   d) To Stevens Pass
Key: b    Grade: 09    Calibration: -7.53772E-1
```

```
      *** RECORD 126 ***
Objective:  READING/03/01/20
Display:    P 17
How did the trail to Stevens Pass look?
  a) Good
  b) Rewarding
  c) Challenging
  d) Risky
Key: a   Grade: 09   Calibration: -1.04597

      *** RECORD 127 ***
Objective:  READING/03/01/21
Display:    P 18
The doctors were mainly concerned about:
  a) the strength of the snake's venom.
  b) the increase in rattlesnake bites.
  c) possible damage to the girl's kidney
  d) the condition of the girl's leg
Key: c   Grade: 09   Calibration: -1.20831

      *** RECORD 128 ***
Objective:  READING/03/01/22
Display:    P 19
According to the story, what did Maycomb
County have to fear?
  a) Rising Crime Rates
  b) Mosquito Bites
  c) Fear itself
  d) Boredom
Key: c   Grade: 09   Calibration: -2.58669

      *** RECORD 129 ***
Objective:  READING/03/01/23
Display:    P 21
The unicorn lives:
  a) all alone.
  b) with horses and goats.
  c) with a king.
  d) with a deer.
Key: a   Grade: 09   Calibration: -2.58669

      *** RECORD 130 ***
Objective:  READING/03/01/24
Display:    P 21
What made her head seem smaller than it was?
  a) Her pointed ears
  b) Her long and slender neck
  c) The long horn above her eyes
  d) Her clear and unwearied eyes
Key: b   Grade: 09   Calibration: -1.65823
```

```
        *** RECORD 131 ***
Objective:   READING/03/01/25
Display:     P 23
Where was the lure when the bass hit?
  a) Beside the boat
  b) Halfway back to the boat
  c) Near the shore
  d) Almost under the boat
Key: b   Grade: 09   Calibration: -1.99243

        *** RECORD 132 ***
Objective:   READING/03/01/26
Display:     P 25
Where was the author looking for a "bigger world"?
  a) In school
  b) In the city
  c) In his heart
  d) In books
Key: d   Grade: 09   Calibration: -1.45001

        *** RECORD 133 ***
Objective:   READING/03/01/27
Display:     P 25
At first, the author wrote:
  a) in old books.
  b) on walls.
  c) on paper bags.
  d) on old newspapers.
Key: c   Grade: 09   Calibration: -2.31363

        *** RECORD 134 ***
Objective:   READING/03/01/28
Display:     P 07
According to the story, who stored water on house roofs?
  a) Willis Carrier
  b) Roman citizens
  c) Egyptians
  d) Indians
Key: c   Grade: 09   Calibration: -2.75154

        *** RECORD 135 ***
Objective:   READING/03/01/29
Display:     P 27
Where does the story take place?
  a) The South Pole
  b) Minnesota
  c) Alaska
  d) Canada
Key: c   Grade: 09   Calibration: -1.58563
```

```
     *** RECORD 136 ***
Objective:  READING/03/01/31
Display:    P 28
What was the manager doing when he noticed the "large dog"?
  a) Refueling a plane
  b) Stretching his legs
  c) Checking mail
  d) Checking cargo
Key: d   Grade: 09   Calibration: -1.99243

     *** RECORD 137 ***
Objective:  READING/03/01/32
Display:    P 31
Mt. Eiger is:
  a) 14,787 feet high.
  b) the highest peak in the Alps.
  c) 13,025 feet high.
  d) the highest peak in the Andes Mountains.
Key: c   Grade: 09   Calibration: -2.09074

     *** RECORD 138 ***
Objective:  READING/03/01/33
Display:    P 31
Croucher lost both legs below the knee:
  a) at age 19.
  b) while climbing the Matterhorn.
  c) at age 36.
  d) while climbing Mt. Eiger.
Key: a   Grade: 09   Calibration: -2.75154

     *** RECORD 139 ***
Objective:  READING/03/01/34
Display:    P 31
Before his Matterhorn climb, Croucher had already scaled:
  a) every other peak in the Alps.
  b) a 14,787-foot peak.
  c) Mt. Eiger.
  d) the highest peak in the Andes Mountains.
Key: c   Grade: 09   Calibration: -6.19039E-1

     *** RECORD 140 ***
Objective:  READING/03/01/35
Display:    P 32
The writer's class assignment was to:
  a) conserve energy for a week.
  b) monitor her family's use of energy.
  c) tell her family not to waste energy.
  d) think up ways to conserve energy.
Key: b   Grade: 09   Calibration: -1.26567
```

```
      *** RECORD 141 ***
Objective:   READING/03/01/36
Display:     P 32
Who left the radio blaring all Saturday morning?
  a) The writer
  b) The writer's brother
  c) The writer's mother
  d) The writer's father
Key: a   Grade: 09   Calibration: -2.44235

      *** RECORD 142 ***
Objective:   READING/03/01/37
Display:     P 33
The letter named the preservation of little
animals as a reason for:
  a) not watering the lawn.
  b) not mowing the lawn.
  c) owning a guinea pig.
  d) forming an organization.
Key: b   Grade: 09   Calibration: -1.51635

      *** RECORD 143 ***
Objective:   READING/03/01/38
Display:     P 34
According to this article, how long has man
been found in the Americas?
  a) Approximately 20,000 to 30,000 years
  b) Less than 70,000 years
  c) At least 70,000 to 100,000 years
  d) Over 170,000 years
Key: c   Grade: 09   Calibration: -1.99243

      *** RECORD 144 ***
Objective:   L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:     Grade:     Calibration:   4.59512

      *** RECORD 145 ***
Objective:   L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:     Grade:     Calibration:   4.59512
```

```
      *** RECORD 146 ***
Objective:  L/O/N/G
Display:

   a)
   b)
   c)
   d)
Key:    Grade:    Calibration:  4.59512

      *** RECORD 147 ***
Objective:  L/O/N/G
Display:

   a)
   b)
   c)
   d)
Key:    Grade:    Calibration:  4.59512

      *** RECORD 148 ***
Objective:  L/O/N/G
Display:

   a)
   b)
   c)
   d)
Key:    Grade:    Calibration:  4.59512

      *** RECORD 149 ***
Objective:  READING/03/02/04
Display:    P 10
The wild burros weigh:
   a) 250 pounds.
   b) 30 to 40 pounds.
   c) 400 to 600 pounds.
   d) 650 to 850 pounds.
Key: c   Grade: 09   Calibration: -2.31363

      *** RECORD 150 ***
Objective:  READING/03/02/05
Display:    P 10
Adopted burros cannot be:
   a) ridden.
   b) used as pack animals.
   c) used in commercial activities.
   d) hitched to carts.
Key: c   Grade: 09   Calibration: -1.81529
```

```
      *** RECORD 151 ***
Objective:  READING/03/02/06
Display:    P 11
What happened to the cat?
  a) He was killed by a car.
  b) He fully recovered from a car accident.
  c) He was buried in a cardboard box.
  d) He was blinded.
Key: d   Grade: 09   Calibration: -2.75154

      *** RECORD 152 ***
Objective:  READING/03/02/07
Display:    P 11
The cat and his master were:
  a) close friends.
  b) almost strangers.
  c) afraid of each other.
  d) partners during explorations.
Key: b   Grade: 09   Calibration: -2.09074

      *** RECORD 153 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:    Grade:    Calibration:  4.59512

      *** RECORD 154 ***
Objective:  READING/03/02/09
Display:    P 12
The first stage of aging the [Star Trek] actors began with:
  a) makeup.
  b) rubber masks.
  c) stand-in actors.
  d) plaster models.
Key: a   Grade: 09   Calibration: -2.31363

      *** RECORD 155 ***
Objective:  READING/03/02/10
Display:    P 13
According to the story, Chalin escaped in only two minutes from:
  a) a swimming pool.
  b) an escape-proof cell.
  c) a New York City cemetary.
  d) the Marina Del Rey channel.
Key: d   Grade: 09   Calibration: -1.58563
```

```
      *** RECORD 156 ***
Objective:  READING/03/02/11
Display:    P 14
The cabbit:
  a) has a cat's tail.
  b) is four years old.
  c) catches and eats mice.
  d) is female.
Key: d   Grade: 09   Calibration: -1.90096

      *** RECORD 157 ***
Objective:  READING/03/02/12
Display:    P 15
Who did the Greeks consider to be the greatest athlete?
  a) A gladiator
  b) A decathlon runner
  c) An Olympic champion
  d) A wrestler
Key: a   Grade: 09   Calibration: -2.44235

      *** RECORD 158 ***
Objective:  READING/03/02/13
Display:    P 16
The soldier had been sleeping:
  a) in the kitchen.
  b) on the battlefield.
  c) in the wood.
  d) in the house.
Key: c   Grade: 09   Calibration: -2.19722

      *** RECORD 159 ***
Objective:  READING/03/02/14
Display:    P 18
Who rushed the child to the hospital?
  a) Tony Bedford
  b) Mr. Bedford
  c) The Poison Information Center
  d) The Fire Department Paramedics
Key: d   Grade: 09   Calibration: -3.17805

      *** RECORD 160 ***
Objective:  READING/03/02/15
Display:    P 20
Each family in the cartoon was watching:
  a) a parade from their windows.
  b) the windows of other apartments.
  c) a parade on TV.
  d) sidewalks in the neighborhood.
Key: c   Grade: 09   Calibration: -1.58563
```

```
      *** RECORD 161 ***
Objective:  READING/03/02/16
Display:    p 21
According to the story, why do unicorns live
near a pool of water?
  a) To have water to drink
  b) To meet with horses and goats there
  c) To bathe and swim
  d) To see themselves in the water
Key: d   Grade: 09   Calibration: -2.58669

      *** RECORD 162 ***
Objective:  READING/03/02/17
Display:    P 22
The most important work of the spleen is:
  a) holding blood.
  b) destroying red blood cells.
  c) controlling the temper.
  d) unknown even today.
Key: b   Grade: 09   Calibration: -1.38629

      *** RECORD 163 ***
Objective:  READING/03/02/18
Display:    P 23
The bass the author caught weighed:
  a) 11 pounds, 11 ounces.
  b) 4 pounds.
  c) 12 pounds.
  d) 6 pounds.
Key: b   Grade: 09   Calibration: -6.63294E-1

      *** RECORD 164 ***
Objective:  READING/03/02/19
Display:    P 24
The father lived as a child in:
  a) the Sierra of Nevada.
  b) France.
  c) Italy.
  d) Spain.
Key: b   Grade: 09   Calibration: -6.63294E-1

      *** RECORD 165 ***
Objective:  READING/03/02/20
Display:    P 26
Louis Braille became totally blind at:
  a) birth.
  b) the age of 3.
  c) the age of 5.
  d) the age of 16.
Key: c   Grade: 09   Calibration: -1.04597
```

```
      *** RECORD 166 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:    Grade:    Calibration:  4.59512

      *** RECORD 167 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:    Grade:    Calibration:  4.59512

      *** RECORD 168 ***
Objective:  READING/03/02/23
Display:    P 27
Why is Miyax frightened?
  a) She is lost in the Artic.
  b) She is circled by wolves.
  c) She forgot her warm parka.
  d) She lost her cooking pot.
Key: a   Grade: 09   Calibration: -1.20831

      *** RECORD 169 ***
Objective:  READING/03/02/24
Display:    P 29
Dr. Ward made his discovery while conducting experiments on:
  a) mold.
  b) tropical plants.
  c) caterpillars.
  d) spores.
Key: c   Grade: 09   Calibration: -1.51635

      *** RECORD 170 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:    Grade:    Calibration:  4.59512
```

```
      *** RECORD 171 ***
Objective:  READING/03/02/26
Display:    P 09
On the dog's tag was the number of:
  a) his previous owner.
  b) a pet hospital.
  c) a kennel club.
  d) his current owner.
Key: b   Grade: 09   Calibration: -2.19722

      *** RECORD 172 ***
Objective:  READING/03/02/27
Display:    P 37
The Beepers beat the Berkeley Little League All Stars:
  a) 10-1.
  b) 15-10.
  c) 20-0.
  d) 20-15.
Key: d   Grade: 09   Calibration: -1.99243

      *** RECORD 173 ***
Objective:  READING/03/03/01
Display:    P 02
The author says that she's "uneasy" now that:
  a) she thinks about death.
  b) her childhood is gone.
  c) she might get wrinkles and gray hair.
  d) "Twilight Zone" is gone.
Key: b   Grade: 09   Calibration: -1.20144E-1

      *** RECORD 174 ***
Objective:  READING/03/03/02
Display:    P 04
Okeene, Oklahoma is famous for:
  a) engineering crews.
  b) rattlesnakes.
  c) grasslands.
  d) surveying teams.
Key: b   Grade: 09   Calibration: -3.17805

      *** RECORD 175 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:    Grade:    Calibration:  3.89182
```

*** RECORD 176 ***
Objective: READING/03/03/04
Display: P 04
The author decided that he preferred a desk job when he:
  a) fell into a muddy creek.
  b) got bored.
  c) tasted rattlesnake meat.
  d) had to suck out venom.
Key: a   Grade: 09   Calibration: -1.73460

*** RECORD 177 ***
Objective: READING/03/03/05
Display: P 05
What was "squeaky"?
  a) A canvas bed
  b) The wind
  c) The fire
  d) A snore
Key: d   Grade: 09   Calibration: -2.75154

*** RECORD 178 ***
Objective: READING/03/03/06
Display: P 06
According to the story, what has "captured the attention of American motorcycle enthusiasts"?
  a) Complaints about "noise pollution"
  b) Silencers for exhaust pipes
  c) European motorcycles
  d) Moto-cross racing
Key: d   Grade: 09   Calibration: -1.51635

*** RECORD 179 ***
Objective: READING/03/03/07
Display: P 08
Who was revived after 15 minutes of submersion:
  a) A porpoise
  b) A student
  c) A researcher
  d) A physician
Key: d   Grade: 09   Calibration: -1.38629

*** RECORD 180 ***
Objective: READING/03/03/08
Display: P 11
Marco was the author's cat to the extent that:
  a) he spent most days roaming the woods.
  b) he came home to eat and sleep.
  c) he spent most days at home.
  d) he came when called by name.
Key: b   Grade: 09   Calibration: -1.09861

```
      *** RECORD 181 ***
Objective:  READING/03/03/09
Display:    P 13
Chalin first untied himself:
  a) at age 26.
  b) while locked in a jail cell.
  c) at age 7.
  d) while buried alive.
Key: c   Grade: 09   Calibration: -1.09861

      *** RECORD 182 ***
Objective:  READING/03/03/10
Display:    P 13
Chalin has sworn not to reveal how he:
  a) turned professional.
  b) knows that he is Houdini reincarnated.
  c) escaped from the channel.
  d) broke out of an escape-proof jail cell.
Key: d   Grade: 09   Calibration: -1.58563

      *** RECORD 183 ***
Objective:  READING/03/03/11
Display:    P 19
Who or what ambled across the square?
  a) Mules
  b) People
  c) Black dogs
  d) Grassy sidewalks
Key: b   Grade: 09   Calibration: -1.65823

      *** RECORD 184 ***
Objective:  READING/03/03/12
Display:    P 21
She killed dragons with her:
  a) legs.
  b) magic.
  c) seashell.
  d) horn.
Key: d   Grade: 09   Calibration: -1.32493

      *** RECORD 185 ***
Objective:  READING/03/03/13
Display:    P 25
What seemed "a way to save myself and to save my family"?
  a) Reading books
  b) Writing
  c) Working
  d) Getting attention
Key: b   Grade: 09   Calibration: -1.09861
```

```
      *** RECORD 186 ***
Objective:  READING/03/03/14
Display:    P 07
According to the story, who used water
to wet down outside walls?
  a) Roman citizens
  b) Egyptians
  c) Indians
  d) Roman slaves
Key: b   Grade: 09   Calibration: -1.81529

      *** RECORD 187 ***
Objective:  READING/03/03/15
Display:    P 30
What read, "Handle with extreme caution"?
  a) A letter
  b) A cable
  c) A sign on the animal's cage
  d) A tag on the animal's collar
Key: b   Grade: 09   Calibration: -1.26567

      *** RECORD 188 ***
Objective:  READING/03/03/16
Display:    P 31
Who declared flatly that Croucher would "never make it"?
  a) Mountaineering Council members
  b) Guides
  c) Lodge owners
  d) Disabled persons
Key: b   Grade: 09   Calibration: -9.94622E-1

      *** RECORD 189 ***
Objective:  READING/03/03/17
Display:    P 32
What is "pretty scary" according to the writer?
  a) That her family got an F
  b) That her father travels alone
  c) That we may run out of oil
  d) That the writer is guilty too
Key: c   Grade: 09   Calibration: -2.58669

      *** RECORD 190 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:    Grade:    Calibration:  3.17805
```

```
      *** RECORD 191 ***
Objective:  READING/03/03/19
Display:    P 33
What did the writer mow in two?
  a) A toad
  b) A cage
  c) Eyeglasses
  d) A guinea pig
Key: c   Grade: 09   Calibration: -1.51635

      *** RECORD 192 ***
Objective:  READING/03/03/20
Display:    P 35
The author says that "men have hardly begun to
explore" the:
  a) composition of a lunar crater.
  b) bright side of the moon.
  c) dark side to the human spirit.
  d) other side of the moon.
Key: c   Grade: 09   Calibration: -1.60343E-1

      *** RECORD 193 ***
Objective:  READING/03/03/21
Display:    P 36
What puts dogs in touch with their environment,
according to Schul?
  a) Psychological testing
  b) Contact with humans
  c) Operating with their inner brain alone
  d) Operating with their instincts alone
Key: c   Grade: 09   Calibration: -1.32493

      *** RECORD 194 ***
Objective:  READING/03/03/22
Display:    P 22
Who checked records and found that the dog had recently
moved to Massachusetts?
  a) A veterinarian
  b) A telephone operator
  c) A policeman
  d) A kennel club owner
Key: a   Grade: 09   Calibration: -1.65823

      *** RECORD 195 ***
Objective:  READING/03/03/23
Display:    P 37
Who followed the sound of the beeping ball
straight into centerfield?
  a) A sighted adult
  b) A Beeper
  c) An Austin Little Leaguer
  d) A Berkeley All Star player
Key: c   Grade: 09   Calibration: -1.58563
```

```
        *** RECORD 196 ***
Objective:  READING/03/03/24
Display:    P 38
The author let go of the tiller as he:
  a) threw himself forward.
  b) leapt sideways towards the bows.
  c) stopped dead.
  d) drew a pistol from his pocket.
Key: b   Grade: 09   Calibration: -8.00119E-1

        *** RECORD 197 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:    Grade:    Calibration:  4.59512

        *** RECORD 198 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:    Grade:    Calibration:  4.59512

        *** RECORD 199 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:    Grade:    Calibration:  4.59512

        *** RECORD 200 ***
Objective:  READING/03/04/04
Display:    P 27
What happened after Miyax focused her attention on the wolves?
  a) She put down her cooking pot.
  b) Her hands trembled.
  c) She looked at the sun.
  d) She pushed back the hood of her parka.
Key: b   Grade: 09   Calibration: -1.38629
```

```
      *** RECORD 201 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:    Grade:    Calibration:  4.59512

      *** RECORD 202 ***
Objective:  READING/03/04/06
Display:    P 30
What happened before the manager tied a loose collar
around the "dog's" neck?
  a) The manager checked his mail.
  b) The "dog" made exploratory runs.
  c) The manager noticed a "large dog."
  d) The "dog" was unusually frisky.
Key: c   Grade: 09   Calibration: -1.09861

      *** RECORD 203 ***
Objective:  READING/03/04/07
Display:    P 31
Croucher was awarded the Order of the British Empire soon after
he conquered:
  a) Mt. Eiger.
  b) his first mountain.
  c) the Matterhorn.
  d) a peak in the Andes Mountains.
Key: c   Grade: 09   Calibration: -1.04597

      *** RECORD 204 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:    Grade:    Calibration:  4.59512

      *** RECORD 205 ***
Objective:  READING/03/04/09
Display:    P 09
What happened after the dog settled in front of the fire?
  a) The writer gave him warm milk.
  b) The writer muttered, "Poor puppy."
  c) The writer called the number on his tag.
  d) The writer rubbed him with a towel.
Key: c   Grade: 09   Calibration: -1.45001
```

```
      *** RECORD 206 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:    Grade:    Calibration:  4.59512

      *** RECORD 207 ***
Objective:  READING/03/05/02
Display:    P 06
Moto-cross racing is physically demanding because:
  a) it is like soccer.
  b) of the "noise pollution."
  c) of the rough courses.
  d) it attracts crowds of fans.
Key: c   Grade: 09   Calibration: -3.22773E-1

      *** RECORD 208 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:    Grade:    Calibration:  4.59512

      *** RECORD 209 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:    Grade:    Calibration:  4.59512

      *** RECORD 210 ***
Objective:  READING/03/05/06
Display:    P 11
The cat was named Marco Polo because he:
  a) was venturesome.
  b) was like a stranger.
  c) always came home to eat and sleep.
  d) was blind.
Key: a   Grade: 09   Calibration: -2.75154
```

```
      *** RECORD 211 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:    Grade:    Calibration:  4.59512

      *** RECORD 212 ***
Objective:  READING/03/05/08
Display:    P 26
Why did Louis beg his father to take him home?
  a) Conditions at the school were grim.
  b) No one liked his discovery.
  c) Learning to read was painfully slow.
  d) He felt he was utterly useless.
Key: a   Grade: 09   Calibration: -9.94622E-1

      *** RECORD 213 ***
Objective:  READING/03/05/09
Display:    P 30
Why did the manager lead the "dog" out on the runway?
  a) The "dog" was rather shabby.
  b) It was an unusually frisky animal.
  c) The "dog" looked at him with pleading ey
  d) The "dog" was bound for the London Zoo.
Key: c   Grade: 09   Calibration: -1.51635

      *** RECORD 214 ***
Objective:  READING/03/05/10
Display:    P 33
The writer can wholeheartedly support the organization because:
  a) the founder's son once killed a toad.
  b) it is for vegetarians only.
  c) the founder has guinea pigs.
  d) it is against the mowing of lawns.
Key: d   Grade: 09   Calibration: -3.22773E-1

      *** RECORD 215 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:    Grade:    Calibration:  4.59512
```

```
      *** RECORD 216 ***
Objective:  L/O/N/G
Display:

   a)
   b)
   c)
   d)
Key:    Grade:    Calibration:  4.59512

      *** RECORD 217 ***
Objective:  READING/03/06/02
Display:     P 06
This story is mostly about:
   a) European racing events.
   b) a new style of motorcycle racing.
   c) "noise pollution."
   d) motorcycle clubs.
Key: b   Grade: 09   Calibration: -1.09861

      *** RECORD 218 ***
Objective:  READING/03/06/03
Display:     P 10
This story is mostly about:
   a) the Bureau of Land Management.
   b) how the burros multiplied.
   c) why you should adopt a wild burro.
   d) the Saline Valley of Inyo County.
Key: c   Grade: 09   Calibration: -1.09861

      *** RECORD 219 ***
Objective:  L/O/N/G
Display:

   a)
   b)
   c)
   d)
Key:    Grade:    Calibration:  4.59512

      *** RECORD 220 ***
Objective:  L/O/N/G
Display:

   a)
   b)
   c)
   d)
Key:    Grade:    Calibration:  4.59512
```

```
      *** RECORD 221 ***
Objective:  READING/03/06/06
Display:    P 15
This story is mostly about:
  a) great athletes.
  b) the Olympics.
  c) Jim Thorpe.
  d) Theogenes.
Key: c   Grade: 09   Calibration: -4.89548E-1

      *** RECORD 222 ***
Objective:  READING/03/06/07
Display:    P 23
This story is mostly about:
  a) boating at night.
  b) fishing at night.
  c) how lakes look at night.
  d) how the moon makes fish bite.
Key: b   Grade: 09   Calibration: -2.09074

      *** RECORD 223 ***
Objective:  READING/03/06/08
Display:    P 27
This story is mostly about:
  a) the wolves' behavior.
  b) clothes for cold weather survival.
  c) food available in the wilderness.
  d) a girl lost in the Arctic.
Key: d   Grade: 09   Calibration: -1.38629

      *** RECORD 224 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:     Grade:    Calibration:  4.59512

      *** RECORD 225 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:     Grade:    Calibration:  4.59512
```

```
      *** RECORD 226 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:    Grade:    Calibration:  4.59512

      *** RECORD 227 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:    Grade:    Calibration:  4.59512

      *** RECORD 228 ***
Objective:  READING/03/07/04
Display:    P 05
You can tell from the story that the weather was:
  a) cloudy and calm.
  b) cold and wet.
  c) cold and cloudy.
  d) clear and cold.
Key:    Grade: 09   Calibration:  4.05465E-1

      *** RECORD 229 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:    Grade:    Calibration:  4.59512

      *** RECORD 230 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:    Grade:    Calibration:  4.59512
```

```
      *** RECORD 231 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:    Grade:    Calibration:  4.59512

      *** RECORD 232 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:    Grade:    Calibration:  4.59512

      *** RECORD 233 ***
Objective:  READING/03/07/09
Display:    P 11
You can tell from the story that Marco was:
  a) friendly.
  b) cruel.
  c) independent.
  d) cunning.
Key: c   Grade: 09   Calibration: -1.09861

      *** RECORD 234 ***
Objective:  READING/03/07/10
Display:    P 11
When the author first found Marco in the ditch, she thought he:
  a) would recover eventually.
  b) had been blinded.
  c) was dead.
  d) was playing a game.
Key: c   Grade: 09   Calibration: -3.47610

      *** RECORD 235 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:    Grade:    Calibration:  4.59512
```

```
      *** RECORD 236 ***
Objective:  READING/03/07/12
Display:    P 17
The village must have been:
  a) above him.
  b) behind him.
  c) beside him.
  d) below him.
Key: d   Grade: 09   Calibration: -8.00427E-2

      *** RECORD 237 ***
Objective:  READING/03/07/13
Display:    P 19
The mules hitched to Hoover carts must have been:
  a) overfed.
  b) upset by fleas.
  c) worked too hard.
  d) bothered by flies.
Key: d   Grade: 09   Calibration: -9.94622E-1

      *** RECORD 238 ***
Objective:  READING/03/07/14
Display:    P 19
The author must be telling about Maycomb during:
  a) July or August.
  b) December or January.
  c) the hurricane season.
  d) a busy shopping season.
Key:    Grade: 09   Calibration: -5.75364E-1

      *** RECORD 239 ***
Objective:  READING/03/07/15
Display:    P 21
The color of the unicorn is:
  a) black as deepest midnight.
  b) white.
  c) green as sea foam.
  d) brown.
Key: b   Grade: 09   Calibration: -1.09861

      *** RECORD 240 ***
Objective:  READING/03/07/16
Display:    P 21
From the description, you  can tell that the unicorn is:
  a) graceful and dainty.
  b) more clumsy than a goat.
  c) as large as a dragon.
  d) shy and humble.
Key: a   Grade: 09   Calibration: -8.47298E-1
```

```
      *** RECORD 241 ***
Objective:  READING/03/07/17
Display:    P 22
If the spleen were removed, which organ would need to work more?
  a) Kidney
  b) Stomach
  c) Diaphragm
  d) Liver
Key: d   Grade: 09   Calibration: -8.47298E-1

      *** RECORD 242 ***
Objective:  READING/03/07/18
Display:    P 22
In this article, the author believes that the spleen:
  a) helps to cure bad temper.
  b) prevents bad temper.
  c) causes bed temper.
  d) has no relation to bad temper.
Key: d   Grade: 09   Calibration: -6.19039E-1

      *** RECORD 243 ***
Objective:  READING/03/07/19
Display:    P 23
What is a "Jitterbug"?
  a) A paddle
  b) A boat
  c) A reel
  d) A lure
Key: d   Grade: 09   Calibration: -1.32493

      *** RECORD 244 ***
Objective:  READING/03/07/20
Display:    P 24
The father's camp was:
  a) untidy and disorganized.
  b) difficult to recognize.
  c) like every other shepherd's camp.
  d) so tidy that it could be recognized.
Key: d   Grade: 09   Calibration: -9.94622E-1

      *** RECORD 245 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:     Grade:    Calibration:  4.59512
```

```
      *** RECORD 246 ***
Objective:  READING/03/07/22
Display:    P 25
The author thought that nobody would ever love him because he:
  a) was a dwarf.
  b) thought he was ugly.
  c) was a poor writer.
  d) only cared about writing.
Key: b   Grade: 09   Calibration: -1.38629

      *** RECORD 247 ***
Objective:  READING/03/07/23
Display:    P 28
You can tell that the speaker is talking to:
  a) prison guards.
  b) people on the "outside."
  c) prisoners.
  d) students.
Key: c   Grade: 09   Calibration:  6.19039E-1

      *** RECORD 248 ***
Objective:  READING/03/07/24
Display:    P 29
This passage suggests that most climates
in the American home are:
  a) too humid for tropical plants.
  b) too warm for tropical plants.
  c) too dry for tropical plants.
  d) too cold for tropical plants.
Key: c   Grade: 09   Calibration:  4.00053E-2

      *** RECORD 249 ***
Objective:  READING/03/07/25
Display:    P 30
The cable indicated that the wolf might be:
  a) ill.
  b) valuable.
  c) tame.
  d) dangerous.
Key: d   Grade: 09   Calibration: -1.90096

      *** RECORD 250 ***
Objective:  READING/03/07/26
Display:    P 30
You can tell from the story that the manager:
  a) was a timid man.
  b) was a kindhearted man.
  c) did not like to follow orders.
  d) was bored by his job.
Key: b   Grade: 09   Calibration: -2.19722
```

```
      *** RECORD 251 ***
Objective:  READING/03/07/27
Display:     P 31
Gray probably meant that Croucher was a
"wonderful example" for other:
  a) Londoners.
  b) mountain climbers.
  c) disabled persons.
  d) Mountaineering Council members.
Key: c    Grade: 09   Calibration: -9.94622E-1

      *** RECORD 252 ***
Objective:  READING/03/07/28
Display:     P 32
You can tell from this story that the writer is concerned about:
  a) getting good grades in school.
  b) saving money.
  c) saving energy for the future.
  d) predicting the future.
Key: c    Grade: 09   Calibration: -3.47610

      *** RECORD 253 ***
Objective:  READING/03/07/29
Display:   . P 33
You can tell that the writer of the story is a:
  a) girl.
  b) boy.
  c) man.
  d) woman.
Key: c    Grade: 09   Calibration: -6.19039E-1

      *** RECORD 254 ***
Objective:  READING/03/07/30
Display:     P 33
You can tell from the story that the writer:
  a) enjoys mowing the lawn.
  b) is a vegetarian, too.
  c) dislikes mowing the lawn.
  d) is not fond of guinea pigs.
Key: c    Grade: 09   Calibration: -8.95384E-1

      *** RECORD 255 ***
Objective:  L/O/N/G
Display:

  a)
  b)
  c)
  d)
Key:    Grade:    Calibration:  4.59512
```

```
      *** RECORD 256 ***
Objective:  L/O/N/G
Display:

   a)
   b)
   c)
   d)
Key:    Grade:    Calibration:  4.59512

      *** RECORD 257 ***
Objective:  L/O/N/G
Display:

   a)
   b)
   c)
   d)
Key:    Grade:    Calibration:  4.59512

      *** RECORD 258 ***
Objective:  L/O/N/G
Display:

   a)
   b)
   c)
   d)
Key:    Grade:    Calibration:  4.59512

      *** RECORD 259 ***
Objective:  READING/03/07/35
Display:    P 09
The writer of this story lives:
   a) near a pet hospital.
   b) in England.
   c) in Arizona.
   d) in Massachusetts.
Key: d   Grade: 09   Calibration: -7.53772E-1

      *** RECORD 260 ***
Objective:  READING/03/07/36
Display:    P 38
Why did the author curse himself?
   a) For his poor aim
   b) For his terror
   c) For not properly caring for his pistol
   d) For not being able to outrun Hands
Key: c   Grade: 09   Calibration: -4.05465E-1
```

*** RECORD 261 ***
Objective: READING/03/08/01
Display: P 01
The statement, "Exercise plays an important part in weight control," is:
a) an opinion.
b) a fact.
c)
d)
Key: b Grade: 09 Calibration: -1.58563

*** RECORD 262 ***
Objective: READING/03/08/02
Display: P 03
The statement, "One of the first recorded jogs occurred in 490 B.C.," is:
a) an opinion.
b) a fact.
c)
d)
Key: b Grade: 09 Calibration: -1.90096

*** RECORD 263 ***
Objective: READING/03/08/03
Display: P 08
The statement, "The diving reflex was first identified in sea-going mammals" is:
a) a fact.
b) an opinion.
c)
d)
Key: a Grade: 09 Calibration: -1.04597

*** RECORD 264 ***
Objective: READING/03/08/04
Display: P 10
The statement, "These hardy animals are not difficult to keep," is:
a) an opinion.
b) a fact.
c)
d)
Key: a Grade: 09 Calibration: 3.22773E-1

*** RECORD 265 ***
Objective: READING/03/08/05
Display: P 15
When the King of Sweden called Jim Thorpe "the greatest athlete in the world," this was:
a) an opinion.
b) a fact.
c)
d)
Key: a Grade: 09 Calibration: -5.32217E-1

```
       *** RECORD 266 ***
Objective:  READING/03/08/06
Display:    P 18
The statement, "There has been an increase in the occurrence
of rattlesnake bites," is:
  a) an opinion.
  b) a fact.
  c)
  d)
Key: b   Grade: 09   Calibration: -2.31363

       *** RECORD 267 ***
Objective:  READING/03/08/07
Display:    P 20
The statement, "You can cover three hours of viewing
in a handful of sentences," is:
  a) a fact.
  b) an opinion.
  c)
  d)
Key: b   Grade: 09   Calibration: -5.32217E-1

       *** RECORD 268 ***
Objective:  READING/03/08/08
Display:    P 22
The statement, "Its most important work will
probably surprise you" is:
  a) a fact.
  b) an opinion.
  c)
  d)
Key: b   Grade: 09   Calibration: -2.41162E-1

       *** RECORD 269 ***
Objective:  READING/03/08/09
Display:    P 25
The statement, "It seemed the only way to another world" is:
  a) an opinion.
  b) a fact.
  c)
  d)
Key: a   Grade: 09   Calibration: -1.99243

       *** RECORD 270 ***
Objective:  READING/03/08/10
Display:    P 28
The statement, "There ought to be no jails" is:
  a) an opinion.
  b) a fact.
  c)
  d)
Key: a   Grade: 09   Calibration: -1.99243
```

```
      *** RECORD 271 ***
Objective:  READING/03/08/11
Display:    P 28
This speech is mostly a statement of:
  a) facts.
  b) opinions.
  c)
  d)
Key: b   Grade: 09   Calibration: -9.44462E-1

      *** RECORD 272 ***
Objective:  READING/03/08/12
Display:    P 29
This passage is mostly a statement of:
  a) opinion.
  b) fact.
  c)
  d)
Key: b   Grade: 09   Calibration: -2.09074

      *** RECORD 273 ***
Objective:  READING/03/08/13
Display:    P 29
The statement, "Green plants also reward us by making our
indoor environment more beautiful," is:
  a) a fact.
  b) an opinion.
  c)
  d)
Key: b   Grade: 09   Calibration: -2.09074

      *** RECORD 274 ***
Objective:  READING/03/08/14
Display:    P 32
The statement, "The future looks pretty dim," is:
  a) a fact.
  b) an opinion.
  c)
  d)
Key: b   Grade: 09   Calibration: -4.05465E-1

      *** RECORD 275 ***
Objective:  READING/03/08/15
Display:    P 35
This passage is mostly a statement of:
  a) opinion.
  b) fact.
  c)
  d)
Key: a   Grade: 09   Calibration: -1.45001
```

*** RECORD 276 ***

Objective: READING/03/08/16

Display: P 37

The statement, "The results are sometimes comic," is:

a) a fact.
b) an opinion.
c)
d)

Key: b Grade: 09 Calibration: -8.00119E-1

*** RECORD 277 ***

Objective: READING/03/09/01

Display: P 10

Which of the following statements is an opinion rather than a fact?

a) Burros can be used as pack animals.
b) They make wonderful pets.
c) They live into their 30's.
d) They weigh 400 to 600 pounds.

Key: b Grade: 09 Calibration: -7.53772E-1